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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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APPROVAL

This thesis entitled "**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**"

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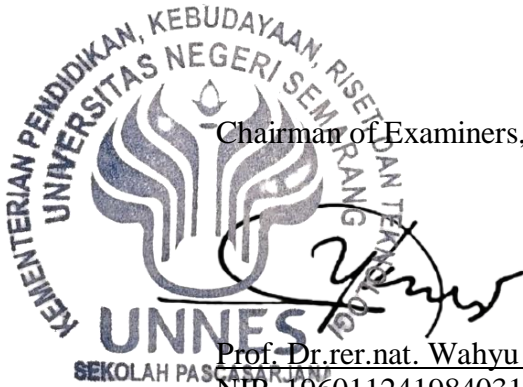Department   : English Language Education

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DECLARATION

I, Haris Hamdani, hereby declare that this thesis entitled "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" is entirely my original work and effort and that it has not been submitted to any institution for any award. I am fully aware that I have used some statements and ideas from other sources and I have properly cited all sources of information used in the thesis.

Semarang, September 2015

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MOTTO AND DEDICATION

Developing critical thinking in responding the texts of reading comprehension can explore someone"s background knowledge.

This thesis is dedicated to:
1. English Language Education, Graduate Program of Semarang State University
2. Semarang State University

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Alhamdulillah, thanks to Allah SWT God Almighty the most merciful and sustainer of the world who has given His mercy and His guidance in leading me to the completion of my thesis entitled "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". This thesis is submitted in Partial fulfillment of the requirements for the Magister"s Degree in English Language Education.

This research was conducted as an attempt to provide resource for English teachers focusing on the strategies namely Question-Answer Relationship and Anticipation-Reaction Guide implemented in the teaching and learning process. Hopefully, findings of this study would help teachers use the strategies appropriately.

I acknowledge that some people have given contributions to the writing of this thesis. Accordingly, I would like to express my best gratitude and appreciation to:

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I realize that this thesis could not be completed without being given support and guidance from many people. Thanks for every little thing and may Allah SWT bless them all with mercy, welfare, and happiness. The researcher hopes that the result of this study is useful and gives contributions to development of education.

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ABSTRACT

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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CHAPTER I

INTRODUCTION

This chapter consists of background of the study, reasons for choosing the topic, the research questions, objectives of the study, significance of the study, scope of the study, definition of key terms, and outline of the thesis.

1.1 Background of the Study

English is an international language. It is very essential for people to master it either in spoken or written form. People should communicate in English when they go abroad in order to avoid misunderstanding. Moreover, ASEAN economics globalization begins recently. People who are the citizen of ASEAN countries should master English well to compete in ASEAN economic globalization era. ASEAN countries negotiate their own products or join one another to gain several advantages particularly to increase their income. They, of course, use English as a means of communication.

> Siregar (2013) says: "under the ASEAN Economic Community, there will be a free transfer of professionals in eight fields, namely, tourism, medicine, dentistry, engineering, architecture, surveying and accounting. The English teachers should develop students' competence in the cultures and languages of ASEAN countries and English is considered important leading up to AEC".

Indonesian people have various talents. It should be prepared well for battling in life particularly for students who are still studying at school. Schools tend to foster their students to improve their ability in learning subjects at school. They provide facilities for their learning as well as possible in order to obtain the

best output. One of the subjects taught at school is English. English subject at school sometimes becomes the bored or even horrible one in accordance with some students but on the other hand some respect well towards the subject. In terms of materials, the teachers should match them with the curriculum of the school. Recently, there are two curriculum applied in Indonesia. Some schools apply 2013 curriculum and some apply School-Based Curriculum. On the situation, the schools applying School-Based Curriculum are greater than 2013 one because 2013 curriculum is still needed to be evaluated more to be implemented by all schools in this country. Faizuddin (2014) stated that most schools are required to return to the 2006 curriculum, they are to continue the previous curriculum with new guidelines. It should take more time to prepare, evaluate and do trial runs before implementing a new curriculum.

Reading is one of skills which the students must master. The skill is related to the implementation of School-Based Curriculum in comprehending the English materials. The teachers try to facilitate their students to master English through reading comprehension. In reading comprehension, students get involved in comprehending the meaning of the text read. Snow (2002: xiii) stated that the RRSG began its thinking by defining the term *reading comprehension* as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

There are several kinds of text which can be taught at school particularly at Senior High School. One of them is hortatory exposition. This text enhances not only students' reading comprehension but also their critical thinking such as

giving opinion toward the text conveyed by the writer. Meanwhile, there are two kinds of exposition texts. They are analytical and hortatory exposition. The latter is taught at second grade of Senior High School. Dealing with the exposition text, Hyland (2004: 29) stated that macrogenre helps people to understand how elemental persuasive genres such as expositions and opinions are increasingly found in information texts such as government reports, university prospectuses, and research articles. From the statement above, it is very important to students to think increasingly in comprehending the text. So, hortatory exposition is taught on the level of Senior High School instead of Junior High School.

In supporting the teachers teaching in the classroom, there are several strategies available depending on the situation of their teaching. The strategies are used to teach reading, listening, speaking or writing skill. One of the reading strategies is Question-Answer Relationship (QAR). This strategy is appropriate to enhance students' reading comprehension. Furtado and Pastell (2012: 1) stated that the Question Answer Relationship (QAR) strategy equips students with tools to successfully decode and comprehend what they read.

> Wang (2006: 22) explained Textually Explicit (TE), Textually Implicit (TI), and Scriptally Implicit (SI) as three types of QAR strategy questions, answers to TE questions are right on the page. The question-answer relation is explicitly cued by the language of the text, allowing a quick track of the answer. Answers to TI questions are in the text rather than on the page, more implied than stated. The question-answer relation is linguistically and logically connected, requiring effortful search for meaning implied in a string of words similar in meaning. Answers to SI questions emerge from the interaction between the text information and the reader's prior knowledge.

Students need great interaction in answering the questions distributed in QAR strategy. They tend to find the answer not only written on the passage but also thought on their mind.

Another strategy used in teaching reading comprehension is Anticipation-Reaction Guide. In this strategy, students are required to interpret their thought through the statements stated on the question sheet. They are required to interpret through agreement or even statement. Bean (2003: 8) stated that Anticipation-Reaction Guide consists of a series of statements at the three levels of comprehension-right on the page, think, and search, and on your own. Based on the statement above, it is essential for students to think critically in conveying their thought toward the statements on the question sheet.

Dealing with the strategies mentioned. Students are fostered to think critically as well as possible. They are required to use their thought in learning hortatory exposition texts. They can use their own background knowledge and argument. The strategies and the texts encourage students to think critically and argue through their own background knowledge.

Critical thinking can support students in reading and making notes when reading. Cottrell (2005: 164) stated that it is not unusual for people to suspend critical thinking when reading and making notes. For example, they often assume it is acceptable to read and make notes in a non-selective or non-critical way, amass a pile of notes, and then apply critical thinking to the notes that have been made.

From the elaborated description above, the researcher is interested in conducting the research under the title "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". The researcher talks about the increase of students' reading comprehension through both strategies. The research includes first and second experimental groups which receive different treatment each group. It is expected that students are able to enhance their reading comprehension through both strategies.

1.2 Reasons for Choosing the Topic

From the background above, reading is one of skills which the students must master. The skill is related to the implementation of School-Based Curriculum in comprehending the English materials. Students tend to foster their thought to comprehend the texts. Sometimes they feel hard to convey their critical thinking toward reading comprehension but the teachers try to facilitate their students to master English particularly in reading comprehension as well as possible. Reading can be classified as receptive skill which the students, in this case, tend to receive the language conveyed through the texts. Students are encouraged through several strategies to gain insights from reading the texts. It is the consideration taken from the reasons to choose this topic as my study.

Firstly, there are several genres often called as text types in learning English at school. The genre which is taught at Senior High School level is hortatory exposition. This type of text tends to improve students' thought to

interpret their opinion. Meanwhile, sometimes students are lazy to use their thought when involving in the learning activities related to learning the text. They tend to cheat their friends' thought in responding the questions on the question sheet.

Secondly, there are some strategies to help students enhance their critical thinking of their thought. One of them is Question-Answer Relationship strategy. In this strategy, students are fostered to comprehend the texts not only through the idea of the writer but also the idea of the reader. There is significant interaction between the writer's thought and the reader's. Hopefully, by implementing this strategy in learning hortatory texts, the students are able to enhance their reading comprehension.

Thirdly, another strategy in reading comprehension is Anticipation-Reaction Guide. This strategy helps students increase their thought before and after reading. Before reading the text, they are required to think critically related to the statements on the question sheet related to the text. Meanwhile, after they read the text, they ensure their previous critical thinking before they read the text whether their thought is the same as the information got from the text. This helps them enhance their reading comprehension.

1.3 Research Questions

This research addresses the following questions:

(1) How is the difference between Question-Answer Relationship and Anticipation-Reaction Guide strategies for teaching reading hortatory exposition texts to students with high and low critical thinking?

(2) How is the difference between Question-Answer Relationship and Anticipation-Reaction Guide strategies for teaching reading hortatory exposition texts to students with high critical thinking?

(3) How is the difference between Question-Answer Relationship and Anticipation-Reaction Guide strategies for teaching reading hortatory exposition texts to students with low critical thinking?

(4) How is the difference between students with high and low critical thinking when they are taught by using Question-Answer Relationship strategy in teaching reading hortatory exposition texts?

(5) How is the difference between students with high and low critical thinking when they are taught by using Anticipation-Reaction Guide strategy in teaching reading hortatory exposition texts?

(6) How significant is the interaction among teaching strategies, reading comprehension, and students' critical thinking in teaching reading hortatory exposition texts to students with high and low critical thinking?

1.4 Objectives of the Study

The objectives of the research are:

(1) To find out the significant difference of effect between Question-Answer Relationship and Anticipation-Reaction Guide strategies in teaching reading hortatory exposition texts to students with high and low critical thinking.

(2) To describe and explain the strategy that has better effect in teaching reading hortatory exposition texts to students with high critical thinking.

(3) To describe and explain the strategy that has better effect in teaching reading hortatory exposition texts to students with low critical thinking.

(4) To describe the students who improve better in teaching reading hortatory exposition texts through Question-Answer Relationship strategy.

(5) To describe the students who improve better in teaching reading hortatory exposition texts through Anticipation-Reaction Guide strategy.

(6) To explain the significance of the interaction among teaching strategies, reading comprehension, and students' critical thinking in teaching reading hortatory exposition texts to students with high and low critical thinking.

1.5 Significance of the Study

The research has the following significance:

Theoretically, it gives some benefits for educational researchers and teachers in gaining the insights through Question-Answer Relationship and Anticipation-Reaction Guide strategies. Besides, they are appropriate strategies particularly in teaching reading comprehension which students can improve their

critical thinking toward the texts. Then, it encourages other researchers to conduct further research on these issues which can enlarge the relevant teaching fields.

Practically, the strategies give benefits in the teaching process which can be implemented by many teachers in their teaching process. The strategies are additional references in the learning strategies applied by the teachers. Besides, it helps students enhance their critical thinking of their thought toward the texts.

Pedagogically, it promotes Question-Answer Relationship and Anticipation-Reaction Guide as the interactive strategies connecting the ideas of the writer and the reader. The strategies give significant interaction among teachers, students as readers, and the writer in the teaching and learning processes. The study helps to enhance students' reading comprehension of the texts.

1.6 Scope of the Study

This research covers the implementation of Question-Answer Relationship and Anticipation-Reaction Guide strategies to enhance students' reading comprehension at the Islamic Private Senior High School *Sultan Agung 3* Semarang, second grade, Academic Year of 2014/2015.

This research focuses on reading comprehension aspects such as literal (message extraction), inferential (message critical thinking), and critical/creative reading comprehension. They are used to measure how far students comprehend the texts.

1.7 Definition of Key Terms

It is very worthwhile to define the key terms. They are explained to avoid the misunderstanding and misinterpretation among the readers on terms used in this thesis. They are as follows:

Reading is a goal-directed and purposeful process in which the context of the situation not only sets parameters on the range of meanings and structures to be encouraged, but it also serves as the impetus for transacting with written discourse.

According to Lems et al (2010: 33), reading is an *interactive process* (Birch, 2007; Rumelhart, 1980) that takes place between the text and the reader's processing strategies and background knowledge. It means that there is interaction between the writer's idea and the reader's in reading activity.

Meanwhile, Bennette (2001: 23) states that reading is a visual-vision is a symbolic process seeing an item or symbol and translating it into an idea or image. From the previous statement, it indicates that in reading activity, people use their eyes to see the symbols and interpret the meaning of the symbols into the idea. They can explore their idea in reading activity.

Hortatory exposition text is a text that is intended to persuade the readers that something should or should not happen or be done.

Priyana (2008: 132) defined hortatory exposition text as a text having the purpose to argue a case for or against a particular position or point of view and it proposes a suggestion at the end of the argumentation. It encourages writers to use their ideas to give suggestion to the readers related to the theme of the text. In the

element of hortatory exposition text, there is an argument used to argue the statements stated in the previous paragraph. People need to explore their own knowledge because there is argument element should be given in this part to support the statements on the previous paragraph.

Question-Answer Relationship strategy is a reading comprehension strategy supporting students in approaching the tasks of reading texts and answering questions.

According to Bouchard (2005: 36), QAR is a strategy that can aid ELLs in categorizing and understanding questions and thus lead to a more successful outcome for an answer. Students are required to answer the questions based on the type of questions from Question-Answer Relationship strategy. They can explore their own knowledge to answer the types of questions from QAR dealing with the background knowledge of the students. They can interpret their thought deeply through this activity.

Anticipation-Reaction Guide strategy is a teaching strategy that can help students document textual evidence while acknowledging multiple perspectives.

Bouchard (2005: 66) defined Anticipation-Reaction Guide as a strategy in reading comprehension to trigger prior knowledge of a specific topic by asking students to identify their existing ideas or attitudes. Then, they are required to re-evaluate their responses and explain how their thoughts or ideas have changed as a result of reading the text.

Critical thinking is considered as means to activate or construct scheme and to provide an explanation for activating existing schemata and for constructing new ones by contrasting ideas and engaging in reflective thinking.

Judge et al (2009: 4) defined critical thinking as the ability to think about your own thinking in such a way that you recognize its strengths and weaknesses and, as a result, reconsider your viewpoint and reconstruct your thinking in an improved form.

1.8 Outline of the Thesis

This thesis consists of five chapters, namely introduction, review of related literature, research methodology, result and discussion, and conclusion and suggestion.

Chapter I: Introduction. This chapter presents the background of the study, reasons for choosing the topic, the research questions, objectives of the study, significance of the study, scope of the study, definition of key terms, and outline of the thesis.

Chapter II: Review of Related Literature. Review of related literature contains the elaborations of the research topic and theories used to support the analysis. This mainly elaborates the reviews of previous studies, theoretical review including the explanation of reading comprehension, hortatory exposition text, Question-Answer Relationship and Anticipation-Reaction Guide strategies, critical thinking, and theoretical framework.

Chapter III: Research Methodology. The research should be supported by well planned research method. This chapter elaborates the research design, research variables, setting, subject of the research, hypothesis of the research, instruments of the research, method of data collection, and method of data analysis.

Chapter IV: Result and Discussion. This chapter describes the research findings and discussion then displays the answers of the research questions.

Chapter V: Conclusion and Suggestion. The chapter contains the end of the thesis namely conclusion and suggestion. Conclusion contains the main point elaborated in the previous chapter meanwhile suggestion contains several suggestions to other researchers, English teachers, and students.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents the review of the reviews of previous studies, theoretical review including the explanation of reading comprehension, hortatory exposition text, Question-Answer Relationship and Anticipation-Reaction Guide strategies, critical thinking, and theoretical framework of the research.

2.1 Reviews of Previous Studies

There are several previous studies related to this study. Firstly, the study was conducted by Alyousef (2006). He discussed the tenets of reading comprehension, the cognitive tasks involved in reading as well as the various activities teachers use in teaching reading comprehension. The findings of his research suggested that meaningful conceptual content in reading instruction increases motivation for reading and text comprehension. Meanwhile, metacognitive strategy training did improve L2 reading when compared to non strategy training.

Secondly, the study was conducted by Kustini (2011). She described the process of teaching critical thinking in EFL reading course in an institute of telecommunication technology in Bandung, West Java, Indonesia. She conducted her research in attempt to describe how critical thinking-based instruction was applied in the teaching of reading to improve the students' ability to read and to

think critically. Based on her findings, it was revealed that the teaching program was to some extent successful in improving students' critical thinking in reading.

Thirdly, the study was conducted by Hidayat (2014). He investigated the effectiveness of graphic organizer on high and low interest students in writing hortatory exposition texts. He also examined how students who were trained through graphic organizer differ significantly from those who were trained through sentence combining strategy. Then, he tried to find the interaction among strategy, interest, and writing ability.

Fourthly, Fard and Nikou (2014) conducted a research in order to identify the efficiency and the effects of Question-Answer Relationship strategy (QAR) on the reading comprehension ability of EFL students in first grade of high school in Iran. They found the significant different result of the study. The experimental group applied the material through QAR strategy was improved toward reading comprehension material.

Fifthly, Kozen et al (2006) conducted the research dealing with Anticipation-Reaction Guide strategy. They examined the Anticipation Guide, a pre-reading strategy designed to concurrently increase students' content knowledge and reading comprehension. They suggested using the strategy within general, inclusive, and social education settings for institutional adaptations.

Sixthly, Aloqaili (2012) conducted the research dealing with critical thinking and reading comprehension. He got the results from the study that there is well established relationship between reading comprehension and critical thinking, schema theory provides a rational premise for that relation, and there is

no consensus regarding the definition of critical thinking which might be interpreted as a lack of an accepted framework for critical thinking.

This research concerns with the effect of several strategies in learning reading comprehension. The previous studies motivate the researcher to conduct the research dealing with Question-Answer Relationship and Anticipation-Reaction Guide strategies. The strategies focus on enhancing students' reading comprehension in learning hortatory exposition texts. Students can enhance their thought through reading hortatory exposition texts since the content of the text is informative.

2.2 Theoretical Review

Theoretical review consists of reading skill, hortatory exposition text, Question-Answer Relationship strategy, Anticipation-Reaction Guide strategy, and critical thinking.

2.2.1 Reading Skill

Reading skill is very important to have for people particularly students. People can get much knowledge through reading. They can get information by reading texts or even signs. They have accurate references for their knowledge. They cannot avoid reading. They read the information everywhere. It is also essential to enhance their reading skill in order to get the information as well as possible.

There are four skills in learning English. Reading is one of them. Meanwhile, the kinds of the skill generally are two. They are productive and

receptive skills. Hadfield and Charles (2008: 72) explained about the productive and receptive skills. Productive skills require students to produce something such as language. On the other hand, receptive skills require students to receive the information from the learning materials and they require only understanding. Productive skills are writing and speaking. Receptive skills are reading and listening. So, reading skill requires students to absorb the information from the materials taught.

2.2.1.1 Reading in Different Ways

There are several ways in reading the texts. Here are some ways of reading.

2.2.1.1.1 *Skimming*

In this way, students are encouraged to find a general idea of what a text is about. Their eyes focus on a few words per line. It can be headings, the first or the last sentences in a paragraph. It deals with the main point and conclusion.

Mikulecky and Jeffries (2007: 170) defined skimming as a form of rapid reading for finding the general idea-or gist – of a passage or a book. In this activity, the students read the passage rapidly by moving eyes quickly and they need to focus only on the words or sentences that will answer the questions. The answers of the questions from the passage are usually found in the beginning and ending paragraphs, and in the first sentences of the other paragraphs.

2.2.1.1.2 *Scanning*

Students are fostered to find a particular piece of information in scanning way. They should move their eyes quickly over the text and they can stop when they see the word or information which they search.

Students can quickly extract some specific information from a text and they do not need to read the entire text. They can pick out words or phrases without having to go into the broader meaning of the text. They need to try scanning the page for specific words, phrases or acronyms if they want to look for something particularly.

2.2.1.1.3 *Extensive Reading*

The pleasure is supported in giving students enjoyment in their reading. Extensive reading gives students pleasure in reading because they feel free to read the long texts such as novel. It is the same as intensive reading as giving pleasure. The text of the former is long but the latter is short.

In extensive reading, students can read a lot at least one book every two or three weeks, choose a book that is interesting to them, and read at their own pace. There is no test on comprehension or vocabulary in extensive reading because it is just the help for students in order they have reading habit and get more knowledge. Extensive reading is enjoyable, so students can read faster and more which makes it more enjoyable. This activity can get the positive reinforcement that leads to the positive effects on comprehension and general language skills.

Field cited in Mikulecky and Jeffries (2007: 3) stated that extensive reading is the most efficient way to help students change old habits and become confident second language readers.

2.2.1.2 Reading Comprehension

In reading comprehension, students are required to respond a given text in a variety of ways as they try to understand what they are reading. They are fostered to understand the situation and structure of the text itself. There are some processes in reading comprehension. They are as follows:

Firstly, focusing on and retrieve explicitly stated information. Students are required to find the information or ideas presented in the text related to the answer which they search. The information obtained is usually found in a single sentence or phrase.

Secondly, making straightforward inferences. In the process, students are required to connect two ideas presented in closed sentences and fill a gap in meaning. They tend to recognize the relationship even though the idea is not stated on the text.

Thirdly, interpreting and integrating ideas and information. Students are enhanced of their reading comprehension through their critical thinking or thought. They connect the text with their own knowledge and experience.

Fourthly, examining and evaluating content, language, and textual elements. Students are required to organize their knowledge of the text genre and structure, as well as their comprehension of language devices.

From the description of reading comprehension process above, the aspects of students' proficiency to use are: forming a wide general understanding, retrieving information, developing a critical thinking, reflecting on and evaluating the content of a text, and reflecting on and evaluating the form of a text.

2.2.1.3 Successful Reading Comprehension

Students need to actively process what they read to be successful in reading comprehension. They need to be supported by the necessary vocabulary, fluency, and text-appropriate background knowledge. They can expand their comprehension through practice with some strategies in order to monitor their understanding, increase their intrinsic interest in the text, and create goals and purpose for their reading.

There are several activities in getting successful reading comprehension. They are prior knowledge activation, pre-reading, predicting, extending comprehension strategies, and summarizing.

2.2.1.3.1 *Prior Knowledge Activation*

It is important to the teachers to know the students including the attitude, knowledge, achievement, etc. It can be obtained from observation, assessments, conversations, parent and student conferences, information from previous teachers, peer interviews, and interest inventories. It can help teachers to help students relate a book to their lives, interest, and prior knowledge.

Willis (2008: 130) proposed the strategies to support the activity of prior knowledge activation. Here are the strategies.

1) Activating students' background knowledge through discussions about interesting topics that will be included in the book before they read it.

2) Letting students who already know something about the topic or author share their experiences and insights with classmates so these student experts feel engaged and their enthusiasm builds interest among their classmates.

3) Continuing to sustain student goal-based and motivated reading.

2.2.1.3.2 *Pre-reading*

Pre-reading activity is essential for students. It prepares students for the content, focus, organization, and level of difficulty of challenging comprehension material. It can help students get an overview of the topic, book, or story to be read so they can develop mental templates upon which to pattern the new information. In pre-reading activities, students can build interest and attention, explore keywords, create connections and background knowledge, and establish reading goals.

2.2.1.3.3 *Predicting*

In predicting activity, students can have a non graded true/false, multiple choice, or fill-in-the-blank prediction page. On this page, students respond based on their own opinions to questions that will be answered as they move along in the story. They can give stars or make corrections in their responses as the story progresses and class discussions clarify the answers. In the activity of predicting, students

can build their confidence through sharing the prediction reasoning and they feel confident if their predictions are correct. They share the opinions on the prediction with classmates. They share their knowledge one another.

2.2.1.3.4 *Extending Comprehension Strategies*

Willis (2008: 130) shared the cognitive activity in comprehension strategies. Here are some activities.

1) Considering the information in another context

2) Making Interpretations

3) Discovering new personal connections or connections to previous films or literature

4) Using information acquired to modify their predictions

5) Summarizing the plot

2.2.1.3.5 *Summarizing*

Summarization connects reading and memory by linking understanding of the text to remembering. Students can have a summarizing activity through scaffolded practice. In the activity of summarization, students can share and compare their summaries with classmates to see how accurate and precise they were. Students can practice summarizing familiar stories from other books they read or stories they have heard multiple times.

2.2.2 Hortatory Exposition Text

2.2.2.1 The Linguistic Features of Hortatory Exposition Text

The grammatical features of arguing proposed by Knapp and Watkins (2005: 188) are:

1) Mental Verbs, they are used to express opinions; for example, we *believe* teachers shouldn't stop children from eating junk food.

2) Connectives, they are used in arguing to maintain logical relations and to link points. There are some kinds of connectives used in arguing. The first is temporal connectives used to order propositions in the preview or at other stages in a more complex argument; for example, there are a number of reason why smoking shouldn't be allowed in restaurant. *Firstly*, many people can suffer from passive smoking and *secondly* it can aggravate asthma. The second is Causal conditional connectives used to link points in the argument; for example, they die *because* the oil stops them from breathing. The third is comparative connectives used to introduced counterpoints; for example, *however*, others think we should have junk food.

3) Movement from personal to impersonal voice. The personal voice is used to indicate a subjective opinion. For example, *I* think we should change our flag. Meanwhile, the impersonal voice is used to indicate an objective opinion. For example, Packaging *is* essential in preserving and transporting products.

4) Modality, it is used in arguing to position the writer and reader. For example, you *should* put the rubbish in the bin.

5) Nominalisations, they are used in argument to allow the writer to condense information and deal with abstract issues. For example, this is the best *application* of modern *technology*.

Rustipa (n.d.) stated that the significant lexicogrammatical features of Hortatory Exposition are: Focus on generic human and non-human participants; Use of mental, material, relational processes; Use of simple present tense.

Meanwhile, Hartono (2005: 28) described the example of hortatory exposition text and its linguistics features. Here is the text.

Into the Mouth of Babes	Causal Conjunction
We are writing to you <u>because</u> we are concerned about the way food is being advertised to children.	Action Verb
What we <u>eat</u> now affects our health in years to come. Bad dietary habits start while we are very young. For this reason, young government supports health education that encourages a balanced healthy diet. <u>Australians</u> are encouraged to get the bulk of their nutrients from fresh fruits, vegetables, and wholegrain cereals, a lesser amount from foods high in fat, salt, and sugar.	Generic Participant
	Generic Participant
TV advertising to <u>children</u> <u>presents</u> a completely different message. Nearly 80% of food advertising pushes fatty snacks or sweets – the very foods that should be eaten least. To make matter worse, these ads take up much of the advertising time. This <u>must</u> be stopped.	Simple Present Tense
TV advertising is powerful and influential. Parents, however strong-willed, find it hard to resist pressure created by this advertising. Children are least able to understand the tricks of the advertising industry.	Strong Modality
	Being Verb
For the hours when children <u>are</u> the main audience, TV advertising of foods must be made to reinforce, not undermine, the message about a balanced diet. We <u>appeal</u> to <u>you</u>, as Prime Minister, to take the lead n calling together the advertisers, TV networks, consumers and public health bodies to decide how this is to be done.	Simple Present
	Specific Participant

Source: (Hartono, 2005: 28)

Figure 2.1 Hortatory Exposition Text with Its Linguistic Features

2.2.2.2 The Elements of Hortatory Exposition Text

Priyana (2008: 132) stated about the element of hortatory exposition text that the elements of hortatory exposition texts are:

(1) The general statement of topic discussed.

(2) Arguments which are arranged according to the writer's choice. Usually it is based on the criteria of weak and strong arguments.

(3) Suggestion which contains what should or should not happen.

Hartono (2005: 27) described the example of hortatory exposition text with its schematic structure. Here is the example.

	Into the Mouth of Babes
Thesis	We are writing to you because we are concerned about the way food is being advertised to children.
Argument 1	What we eat now affects our health in years to come. Bad dietary habits start while we are very young. For this reason, young government supports health education that encourages a balanced healthy diet. Australians are encouraged to get the bulk of their nutrients from fresh fruits, vegetables, and wholegrain cereals, a lesser amount from foods high in fat, salt, and sugar.
Argument 2	TV advertising to children presents a completely different message. Nearly 80% of food advertising pushes fatty snacks or sweets – the very foods that should be eaten least. To make matter worse, these ads take up much of the advertising time. This must be stopped.
Argument 3	TV advertising is powerful and influential. Parents, however strong-willed, find it hard to resist pressure created by this advertising. Children are least able to understand the tricks of the advertising industry.
Recommendation	For the hours when children are the main audience, TV advertising of foods must be made to reinforce, not undermine, the message about a balanced diet. We appeal to you, as Prime Minister, to take the lead n calling together the advertisers, TV networks, consumers and public health bodies to decide how this is to be done.

Source: (Hartono, 2005: 27)

Figure 2.2 Hortatory Exposition Text with Its Schematic Structure

2.2.3 Question-Answer Relationship Strategy

2.2.3.1 The Procedure of Question-Answer Relationship Strategy

National Behaviour Support Service (NBSS, n.d.: 1) proposed the procedures of teaching QAR. The procedures are as follows:

1) Introducing the strategy to the students with the chart of the strategy. It can help students refer to the strategy.

2) Creating QAR questions from small section of text. The questions are usually not more than five sentences. The questions can be taken from four types of QAR questions. They are right there, think and search, author and me, and on my own questions. Right there questions can be answered from the phrase contained on within one sentence. Think and search questions can be answered from the pieces of text. Author and me questions can be answered from the text stated indirectly and prior knowledge of students. Meanwhile, on my own questions can be answered from students' prior knowledge. Here is the framework of QAR developmental progression.
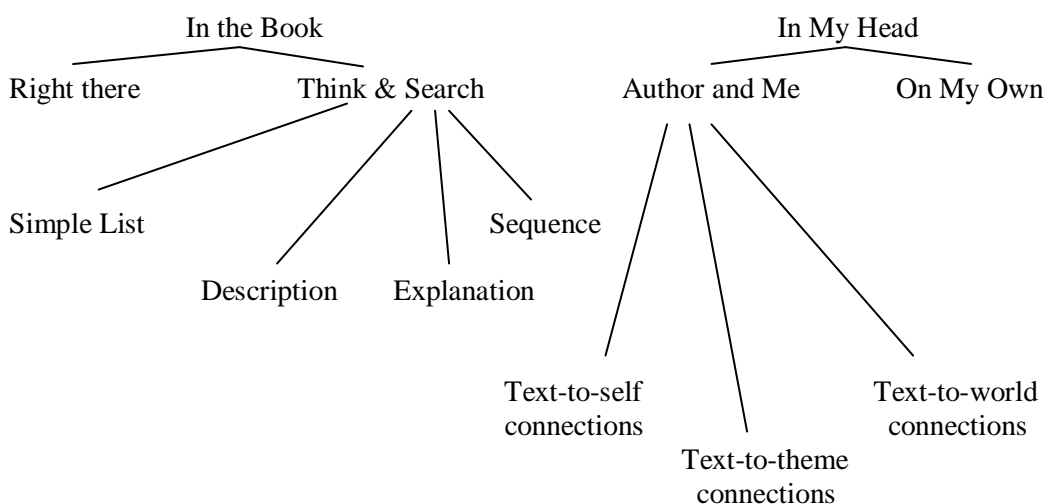
**Figure 2.3 The QAR Framework as a Developmental Progression
by Raphael and Au (2005: 210)**

3) Giving the students sample questions to answer in small groups and identify which of the QAR levels they used.

4) Having students work individually to answer the questions from the text and get them to examine the types of questions in their textbooks.

Readance cited in Peng (2007: 2) raised two concerns with using QAR. Firstly, QAR was intended to describe question-answer types rather than to facilitate the determination of the correct responses. Secondly, he argues that determining the nature of the question-answer relationship logically follows the answering of the question, rather than preceding it. From the statement above, it is indicated that QAR can only be best regarded a monitoring tool to assist readers receive the feedback on their responses rather than help answer the questions.

2.2.3.2 The Benefits of Question-Answer Relationship Strategy

There are some benefits of Question-Answer Relationship strategy. The strategy can benefit the students become aware of what exactly the question is asking and where it is coming from. Students can recognize the types of questions related to the text. They can answer easily through identifying the types of the questions.

The strategy also gives chance to students to use their own background knowledge by answering some types of the questions. This can also increase students' knowledge. This helps students think critically using their own knowledge. This strategy gives the students the ability to see how questions are formed and then formulate the best method for answering the questions.

2.2.4 Anticipation-Reaction Guide Strategy

2.2.4.1 The Procedure of Anticipation-Reaction Guide Strategy

Here are the procedures of Anticipation-Reaction Guide strategy conducted in the classroom proposed by Bouchard (2005: 66):

(1) Beginning the procedure by identifying three to five major concepts. They can be implicit or explicit.

(2) Writing a clear, brief, short, and declarative sentence for each idea.

(3) Giving each student a copy of the Anticipation-Reaction Guide before they read the text. They react to the statements and check the appropriate box, agree or disagree. Then, they discuss their previous reaction and prepare to depend themselves. After that, they read the text. They continue to respond their decision in the first step before reading the text. They compare their "before" and "after" responses and discuss any changes in their critical thinking.

(4) It can be also done in small cooperative group setting.

2.2.4.2 The Benefits of Anticipation-Reaction Guide Strategy

There are some benefits of Anticipation-Reaction Guide strategy. This strategy engages students in reading. It gives them something to think before reading and something to look for while reading. This strategy also forces them to find evidence for their beliefs. They should think to state their statement of agreement or disagreement. This strategy is very interactive and social. The strategy helps students enhance their thought by providing their arguments

towards the statements. This is appropriate for at-risk students with disabilities.

Students can be engaged in inquiry and problem solving. They are fostered to be

active.

2.2.5 Critical Thinking

2.2.5.1 Core Critical Thinking Skills

There are six core critical thinking skills that students must master in learning

English particularly reading comprehension. They are interpretation, analysis,

inference, evaluation, explanation, and self-regulation. Here is the figure of the

core critical thinking skills.
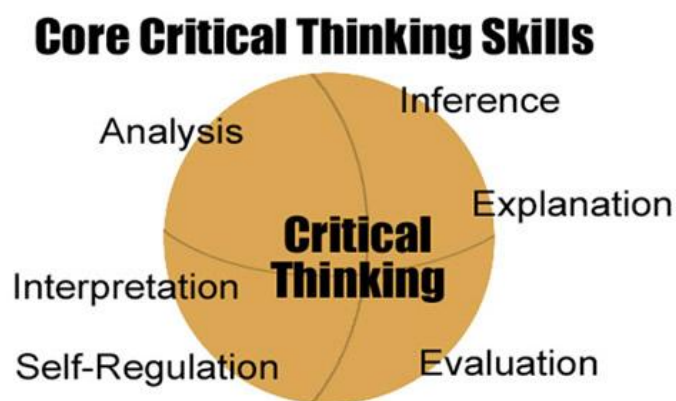
Figure 2.4 Core Critical Thinking Skills (Tilus, 2012)

2.2.5.1.1 *Interpretation*

Interpretation is the ability to understand the information presented and to share it

to others. In reading comprehension, students can interpret reading texts as well as

possible. Maaloe (2007: 10) stated that Interpretation is a way of making what occurs in the outer as well as our inner world intelligible and meaningful. This requires the words that the languages we know contain – *the semantic aspect.* In the interpretation process, students extend their thoughts or ideas towards the issue they face particularly in reading the texts. If they have much knowledge mastered they can convey their ideas greatly.

2.2.5.1.2 *Analysis*

Analysis is the ability to connect pieces of information together in order to determine what the intended meaning of the information was meant to represent. In analyzing reading comprehension texts, students are supported by reading between the lines. It can help them get the meaning of the texts easily.

2.2.5.1.3 *Inference*

Inference is the ability to understand and recognize what elements needed in order to determine an accurate conclusion or hypothesis from the information that people get. Inference is also the mental process by which people reach a conclusion based on specific evidence.

2.2.5.1.4 *Evaluation*

Evaluation is the ability to evaluate the credibility of statements or description of a person's experience, judgment or opinion in order to measure the validity of the information being presented.

2.2.5.1.5 *Explanation*

Explanation is the ability to not only restate information, but add clarify and perspective to the information, so it can be fully understood by anyone people are sharing it with. In this case, students can use their arguments towards the information they get. They also can clarify by their own background knowledge. So, they can share their knowledge with others.

2.2.5.1.6 *Self-Regulation*

Self-regulation is the awareness of people's own thinking abilities and the elements that they are using to find the results. In learning reading comprehension, students must realize about their ability in comprehending the texts. They can use the strategies in comprehending the texts in order they really understand what they read.

2.2.5.2 Arguments

People sometimes refer the word "argument" to a quarrel or verbal fight but in critical thinking, an argument can be defined as the reasons supporting a claim. The argument can be either good or bad. A good argument shows that the conclusion is worthy of acceptance. Meanwhile, a bad argument fails to show that a conclusion is worthy of acceptance. There are two kinds of argument. They are deductive and inductive arguments.

2.2.5.2.1 *Deductive Arguments*

Deductive arguments are the arguments that tend to provide conclusive support for their conclusion. One of the most effective ways in representing the argument is to substitute letters for the statements contained in the argument.

2.2.5.2.2 *Inductive Arguments*

Inductive arguments are the arguments that tend to provide probable support for its conclusion. There are three kinds of inductive arguments. They are enumerative, analogical, and hypothetical induction.

2.2.5.3 Critical Thinking and Reading Comprehension

The relationship between critical thinking and reading is well established in the literature. In reading activity, students not only read the text but they also think to comprehend the meaning of the text. Utilizing and combining schema theory with principles of critical thinking are the effective ways of enhancing the concept of reading comprehension. Critical thinking provides a means of explaining the ability to work out ambiguous text by generating alternative interpretations, considering them in light of experience and world knowledge, suspending decision until further information is available.

Schema theory helps students with powerful rationales for making links between students' individual backgrounds, specific subject area knowledge, and critical thinking. Anderson cited in Aloqaili (2012) stated that there are six ways

in which schemata function in thinking and in remembering text information. Here are the ways.

1) Most new knowledge is gained by assimilating new information into existing structure.

2) The students' existing schemata help to allocate attention by focusing on what is pertinent and important in newly presented materials.

3) Schemata allow and direct the inferential elaboration of incoming information and experience.

4) Schemata allow orderly searches of memory by providing learners with a guide to the types of information that should be recalled.

5) Schemata facilitate the thinking skills of summarizing and editing.

6) Schemata permit inferential reconstruction when there are gaps in memory, which means that they help the leaner generate hypothesis about missing information.

2.3 Characteristics of Subjects under Study

There are some characteristics of students under the study. They are lazy in learning particularly in learning English. They sometimes feel sleepy when teaching and learning process were conducted.

While, another characteristic of students in teaching and learning process is that they were not critic to the subjects being taught particularly English. If they were asked to answer the questions, they tend to keep silent. Then, if they were asked to give arguments, they cannot give their arguments even little.

They are also individualist. It happened when they share the arguments, they tend to be individualist. They also have little spirit in learning process. They don't have big spirit supported by their parents.

2.4 Theoretical Framework

In the teaching process, there should be some strategies applied in order to help students gain the knowledge effectively. Parr and Vera (2013: 1) cited from (Holschuh & Aultman, 2009; Schunk & Zimmerman, 1997; Shanahan, 2009; Taraban, Rynearson, & Kerr, 2000) stated that in order to succeed academically, students need to enact a repertoire of effective comprehension strategies as well as possess the self-regulation skills to employ them appropriately.

Raphael and Au (2005:218) stated that QAR can bring coherence to literacy instruction within and across grade levels by providing a framework for a developmental progression for comprehension instruction. As a framework, QAR provides a means for organizing comprehension strategy instruction. This kind of reading comprehension strategy can assist students to comprehend reading texts effectively. Meanwhile, Kozen (2006: 196) stated related to Anticipation-Reaction Guide strategy that after the students have read the assigned passage, they are asked to go back to their initial reactions. They may choose to maintain or change their original thoughts, but they must substantiate their point of view by using information from the text to support their position.

There is assumption in getting meaning from the texts. Students are fostered to develop their thought in reading the texts through their critical thinking.

In line with the theory, this study examines the effectiveness of Question-Answer Relationship and Anticipation-Reaction Guide strategies as the independent variables, the teaching reading hortatory exposition texts as dependent variable, and the students' critical thinking level as the moderator variable. Here is the conceptual framework for the research on QAR and ARG strategies in enhancing students' reading comprehension.
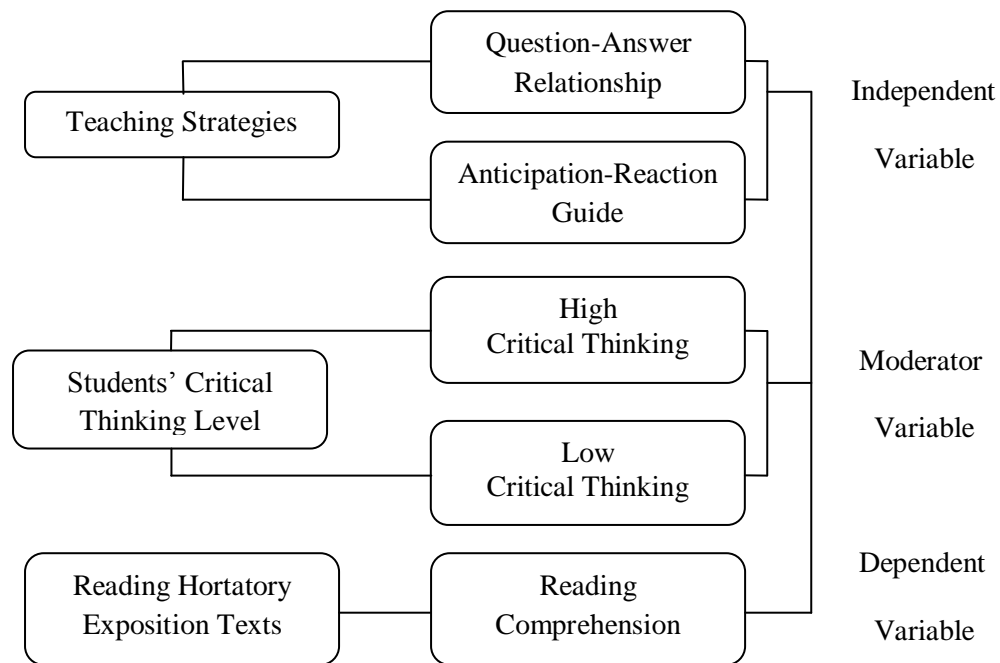
Figure 2.5 The Conceptual Framework for the Research on QAR and ARG Strategies in Enhancing Students' Reading Comprehension

CHAPTER III

RESEARCH METHODOLOGY

This section encompasses research design, research variables, setting, subject of the research, hypothesis of the research, instruments of the research, method of data collection, and method of data analysis.

3.1 Research Design

The approach of this study is quantitative study because it deals with the counting terms. The design of this research is experimental design focusing on the effectiveness of Question-Answer Relationship and Anticipation-Reaction Guide strategies in enhancing students' reading comprehension of hortatory exposition texts to high and low students' critical thinking. To naturalize the limitations, this study uses a posttest comparison group experimental design to compare the effects of Question-Answer Relationship to that of Anticipation-Reaction Guide on students' reading comprehension.

In this case, experimental research is the best method for examining causal relationship. There are three main questions should be concerned by the researcher dealing with this method. The questions need to be answered before the researcher says that one variable causes another. The questions are: (1) is there a relationship between the variables? (2) does our cause precede our effect in time? and (3) are there any confounding variables that could explain the relationship?

This kind of research is quasi experimental study with 2x2 factorial designs. The researcher investigates the main effects and interaction that may occur by applying the Question-Answer Relationship and Anticipation-Reaction Guide strategies to reading comprehension.

Gay et al (2011: 272) stated that factorial designs are elaborations of single-variable experimental designs to permit investigation of two or more variables, at least one of which is manipulated by the researcher. Further, Cohen et al (2007: 281) stated that factorial designs also have to take account of the interaction of the independent variables.

In the factorial design, the two groups receive the different treatment. The first group receives the treatment categorized as x_1 and the second group receives another treatment categorized as x_2. Meanwhile, y_1 represents students with high critical thinking and y_2 represents students with low critical thinking. The design of the research can be illustrated as follows:

Table 3.1 Research Design

Teaching Strategy / Students' Critical Thinking	Question-Answer Relationship (x_1) (First Experimental Group)		Anticipation-Reaction Guide (x_2) (Second Experimental Group)
Students with High Critical Thinking (y_1)		$x_1 x_2 y_1$ (RQ 2)	
	$y_1 y_2 x_1$ (RQ 4)	$x_1 x_2 y_1 y_2$ (RQ 1)	$y_1 y_2 x_2$ (RQ 5)
Students with Low Critical Thinking (y_2)		$x_1 x_2 y_2$ (RQ 3)	
Interaction among teaching strategies, reading comprehension, and students' critical thinking in teaching reading comprehension of hortatory exposition texts (RQ 6)			

Where:

x_1 : The mean score of reading comprehension test of first experimental class which is taught by using Question-Answer Relationship strategy.

x_2 : The mean score of reading comprehension test of second experimental class which is taught by using Anticipation-Reaction Guide strategy.

y_1 : The mean score of reading comprehension test of students with high critical thinking.

y_2 : The mean score of reading comprehension test of students with low critical thinking.

$x_1 x_2 y_1 y_2$: The mean score of reading comprehension test of students with high and low critical thinking taught by using Question-Answer Relationship and Anticipation-Reaction Guide Strategies.

$x_1 x_2 y_1$: The mean score of reading comprehension test of students with high critical thinking taught by using Question-Answer Relationship and Anticipation-Reaction Guide Strategies.

$x_1 x_2 y_2$: The mean score of reading comprehension test of students with low critical thinking taught by using Question-Answer Relationship and Anticipation-Reaction Guide Strategies.

$y_1 y_2 x_1$: The mean score of reading comprehension test of students with high and low critical thinking taught by using Question-Answer Relationship strategy.

$y_1 \, y_2 \, x_2$: The mean score of reading comprehension test of students with high and low critical thinking taught by using Anticipation-Reaction Guide strategy.

The groups are different in their critical thinking of learning particularly in reading comprehension. It indicates that students having high critical thinking can use their thought comprehensively and on the other hand they who have low critical thinking cannot use their thought comprehensively.

Dealing with the table of the research design, the research questions of this study are six questions. The first, it deals with finding out the significant difference of effect between Question-Answer Relationship (x_1) and Anticipation-Reaction Guide (x_2) in teaching reading hortatory exposition texts to students with high and low critical thinking.

The second, it deals with describing and explaining the strategy that has better effect in teaching reading hortatory exposition texts to students with high critical thinking.

The third, it deals with describing and explaining the strategy that has better effect in teaching reading hortatory exposition texts to students with low critical thinking.

The fourth, it deals with describing the students who improve better in teaching reading hortatory exposition texts through Question-Answer Relationship strategy.

The fifth, it deals with describing the students who improve better in teaching reading hortatory exposition texts through Anticipation-Reaction Guide strategy.

The sixth, it deals with explaining the significance of the interaction among teaching strategies, reading comprehension, and students' critical thinking in teaching reading hortatory exposition texts.

3.2 Subject of the Research

The research is conducted in Islamic Private Senior High School *Sultan Agung 3* Semarang. It is located on Kaligawe street 4 kilometers, Terboyo Kulon Village, Genuk Subdistrict, Semarang. The school is in one area with Islamic Sultan Agung University *(UNISSULA)*, Islamic Sultan Agung Hospital, and Islamic Junior High School Sultan Agung 4. The facilitation of the learning process is still less such as projector. The projectors used by the teachers in their teaching are still less. Sometimes they cannot have the chance to use them in their teaching because the projectors are limited.

There is no English laboratory to support the students in learning English. Based on the English teacher's experience, she feels difficult to encourage her students to learn English because of their learning background. She seldom communicates in English in her teaching process because her students feel hard to get the meaning of her utterances in English. They seldom use their critical thinking toward English lesson. Therefore, the research tries to find out the effectiveness of the strategies dealing with the teaching and learning processes.

3.2.1 Population of the Research

The population of this research is the students of eleventh grade. They are the second grade level of Senior High School and chosen as the subject of the research. There are 81 students on the eleventh grade of Islamic Private Senior High School *Sultan Agung 3* Semarang in the Academic Year of 2014/2015. They are divided into three classes. One is Science class and two are Social. In the second semester, the curriculum of School-Based Curriculum contains the genre of hortatory exposition text supporting the research in that level.

3.2.2 Sample of the Research

The researcher chooses two classes for conducting this research due to the quasi experimental research. The researcher chose *XI-IPS 1* consisting of 26 students and *XI-IPS 2* consisting of 25 students and the researcher teaches English on those classes. The first experimental group is *XI-IPS 1* and the second experimental one is *XI-IPS 2*.

3.3 Setting

The first experimental group is *XI-IPS 1* consisting of 26 students and second experimental group is *XI-IPS 2* consisting of 25 students. They are second graders of the Islamic Private Senior High School *Sultan Agung 3* Semarang. Their English knowledge varies. Some of them have it much but some have little. The teaching and learning processes were conducted in 12 periods of English lessons. In the 6 days, it was about teaching reading hortatory exposition texts. The goal of

the learning includes students' ability to comprehend hortatory exposition texts through their critical thinking.

3.4 Research Variables

In the experimental research, the researcher indicates a variable or factor. There are three kinds of variables in this research namely independent, dependent, and moderator variables. Independent variable is the variable that is manipulated. There are two independent variables in this research namely Question-Answer Relationship and Anticipation-Reaction Guide Strategies.

Another variable in this research is dependent variable affected from the manipulation of independent variables. The independent variable in this research is reading comprehension.

The last variable is moderator variable affecting the strength of the relation between an independent and dependent variables. The moderator variable in this research is students' critical thinking level which has two categories namely high and low students' critical thinking.

3.5 Hypotheses of the Research

Based on the related literature review and the research questions, the writer hypothesizes the result of the research. The hypotheses are null hypotheses (H_0) and alternative hypotheses (H_a). The hypotheses are as follows.

1) → H_0 1 - There is no significant difference of effect between Question-Answer Relationship and Anticipation-Reaction Guide strategies in teaching reading hortatory exposition texts to students with high and low critical thinking.

→ H_a 1 - There is significant difference of effect between Question-Answer Relationship and Anticipation-Reaction Guide strategies in teaching reading hortatory exposition texts to students with high and low critical thinking.

2) → H_0 2 - There is no difference in the effectiveness between Question-Answer Relationship and Anticipation-Reaction Guide strategies in teaching reading hortatory exposition texts to students with high critical thinking.

→ H_a 2 – Question-Answer Relationship strategy is more effective than Anticipation-Reaction Guide strategy in teaching reading hortatory exposition texts to students with high critical thinking.

3) → H_0 3 - There is no difference in the effectiveness between Question-Answer Relationship and Anticipation-Reaction Guide strategies in teaching reading hortatory exposition texts to students with low critical thinking.

→ H_a 3 - Question-Answer Relationship strategy is more effective than Anticipation-Reaction Guide strategy in teaching reading hortatory exposition texts to students with low critical thinking.

4) → H_0 4 - There is no difference in the improvement between students with high and low critical thinking in teaching reading hortatory exposition texts through Question-Answer Relationship strategy.

$\rightarrow$ H$_a$ 4 - Students with high critical thinking improve better than students with low critical thinking in teaching reading hortatory exposition texts through Question-Answer Relationship strategy.

5) $\rightarrow$ H$_0$ 5 - There is no difference in the improvement between students with high and low critical thinking in teaching reading hortatory exposition texts through Anticipation-Reaction Guide strategy.

$\rightarrow$ H$_a$ 5 - Students with high critical thinking improve better than students with low critical thinking in teaching reading hortatory exposition texts through Anticipation-Reaction Guide strategy.

6) $\rightarrow$ H$_0$ 6 - There is no interaction among teaching strategies, reading comprehension, and students' critical thinking in teaching reading hortatory exposition texts.

$\rightarrow$ H$_a$ 6 - There is interaction among teaching strategies, reading comprehension, and students' critical thinking in teaching reading hortatory exposition texts.

3.6 Instruments of the Research

In this research, the researcher uses several instruments to collect the data. The instruments should be valid, reliable, and practical before they are used in the research.

3.6.1 Validity, Reliability, and Practicality of the Research Instruments

3.6.1.1 *Test of the validity and reliability of the instrument.*

It is important to test validity and reliability to make sure that the test items are appropriate to use.

3.6.1.2 *Test of the Validity of the Instrument*

The test of validity of the instrument was administered to other subjects of the research subjects with same level. It was administered in the try out in order to ensure that the instrument was valid to be used in the research. The test was conducted in one meeting to a group of class. The researcher gave the sheets of the test to students and ask them answer the questions from the text of reading comprehension. The question sheets contain text of reading comprehension and some questions (see appendix 1).

The questions on the try out were 15. There were some valid and invalid questions after being calculated by Pearson Correlation Coefficients through SPSS 18.0. It was considered that the invalid items were less than r_{table} 0.57. They were questions number 4 (0.09), 7 (0.53), 8 (0.48), 11 (0.19), and 15 (0.33). The rest of the questions were valid and they can be used in the research. The researcher took the valid one namely 10 questions to be used in the research. Here is the table of the validity of the instrument.

Table 3.2 The Validity of the Instrument

Item	Pearson Correlation	r_{table} (N-2)	Validity Criterion
1	0.67	0.57	Valid
2	0.71	0.57	Valid
3	0.70	0.57	Valid
4	0.09	0.57	Invalid
5	0.73	0.57	Valid
6	0.59	0.57	Valid
7	0.53	0.57	Invalid
8	0.48	0.57	Invalid
9	0.63	0.57	Valid
10	0.62	0.57	Valid
11	0.19	0.57	Invalid
12	0.65	0.57	Valid
13	0.87	0.57	Valid
14	0.62	0.57	Valid
15	0.33	0.57	Invalid

3.6.1.3 *Test of the Reliability of the Instrument*

The test of reliability of the instrument was administered to other subjects of the research subjects with same level. It was administered in the try out in order to ensure that the instrument was reliable to be used in the research. The test was conducted in one meeting to a group of class. The researcher gave the sheets of the test to students and ask them answer the questions from the text of reading comprehension. The question sheets contain text of reading comprehension and some questions (see appendix 2). The researcher took 10 questions being reliable and valid to be used in the research.

The questions on the try out were 15. The items were reliable if the value of Cronbach's Alpha is more than 0.60. The value of all items were more than 0.60 namely Cronbach's Alpha 0.82. All questions were reliable after being calculated by reliability analysis in SPSS 18.0. They were considered to be able to

be used in the research. The researcher took 10 reliable questions to be used in the

research. Here is the table of the reliability of the instrument.

Table 3.3 The Case Processing Summary of the Instrument Reliability

		N	%
Cases	Valid	12	100.0
	Excluded[a]	0	.0
	Total	12	100.0

Based on table 3.3, the valid cases get a hundred percent of 12 students

and the excluded cases are 0. The total of the case processing is a hundred percent.

The next table is reliability statistics. Here is the table.

Table 3.4 The Reliability Statistics

Cronbach's Alpha	N of Items
.822	15

Table 3.4 shows that the N of items is 15 and the value of Cronbach's

Alpha is 0.82 meaning that the reliability statistics is high. It indicates that all

items are reliable and able to be used in the research because the value of

Cronbach's Alpha 0.82 is higher than 0.60. The researcher took 10 reliable

questions for the research.

3.6.1.4 *The Practicality of the Instrument*

The instrument of the study must be practical. There are some characteristics of the practical instrument. Kothari (2004: 75) considered them that the practicality characteristic of a measuring instrument can be judged in terms of economy, convenience and interpretability. The economy consideration deals with the budget can afford. In terms of this consideration, the instrument is economical because the students only used the pen or pencil and the paper which is served by the researcher. The methods of data collection are also economical because the researcher only gave the critical thinking test, pretest, and posttest.

The convenience consideration suggests that the measuring instrument should be easy to administer. The instrument of the study was convenient because the researcher gave the instrument with clear instruction.

The interpretability consideration suggests that the instrument must be interpretable. The instrument of the study was interpretable because the instrument was supplemented by detailed instructions for administering the test, scoring keys, evidence about the reliability, and guides for using the test and for interpreting results.

In conclusion, the instrument of the study was practical due to some consideration explained above.

3.6.2 Tests

The researcher gave three kinds of tests. They were critical thinking level test, pretest, and posttest. The critical thinking test was conducted before the pretest. It

was used to categorize students with high and low critical thinking. Here are the

assessment rubrics for categorizing them:

Table 3.5 Assessment Rubric of Critical Thinking on Analysis
(The Critical Thinking Community, 2013)

4 - Exemplary	3 - Satisfactory	2- Below Satisfactory	1 - Unsatisfactory
- Demonstrating a clear understanding of the assignment's purpose. - Clearly defining the issue or problem; accurately identifying the core issues. - Demonstrating fair-mindedness toward problem.	- Demonstrating an understanding of the assignment's purpose. - Defining the issue; identifying the core issues, but may not fully explore their depth and breadth. - Demonstrating fair-mindedness.	- Not completely clear about the purpose of the assignment. - Defining the issue, but poorly (superficially, narrowly); may overlook some core issues. - Having trouble maintaining a fair-minded approach toward the problem.	- Not clearly understand the purpose of the assignment. - Failing to clearly define the issue or problem; does not recognize the core issues. - Failing to maintain a fair-minded approach toward the problem.

Table 3.6 Assessment Rubric of Critical Thinking on Interpretation
(Nurgiyantoro, 2011: 73)

No.	Assessed Aspect	Level of Fluency				
		1	2	3	4	5
1.	Comprehension and the accuracy of content					
2.	The accuracy of text organization					
3.	The accuracy of diction					
4.	The accuracy of grammar					
5.	Spelling and punctuation					
6.	The meaningfulness of content					
Score :						
Grade :						

**Table 3.7 Assessment Rubric of Critical Thinking on Self-Regulation
(Street and Shine, 2015)**

Score	Standard	Achievement of Standard
4	Excellent	When the bell rings each day, student has materials out and is ready to learn. For group and independent tasks, the student always asks clarifying questions and uses work time productively. Student takes notes every day. Student persists to complete even the most challenging tasks and employs the habits of mind to solve academic challenges. Student takes ownership of his/her own learning through participation and reflection.
3	Proficient	Student consistently has materials out when the bell rings. For group and independent tasks, the student regularly asks clarifying questions and uses work time productively. Student takes notes every day. Student consistently persists to complete even the most challenging tasks and employs the habits of mind to solve academic challenges. Student usually takes ownership of his/her own learning through participation, reflection, and problem-solving.
2	Near Target	Student sometimes has materials out when the bell rings. For group and independent tasks, the student sometimes asks clarifying questions and uses work time productively. Student sometimes takes notes. Student sometimes persists to complete tasks. Student sometimes takes ownership for his/her own learning through participation, reflection, and problem-solving.
1	Below Target	Student occasionally has materials out when the bell rings. For group and independent tasks, the student occasionally asks clarifying questions and uses work time productively. Student rarely takes ownership for his/her own learning through participation, reflection, and problem-solving.
0	Not Enough Evidence	Student rarely to never have materials out when the bell rings. Student will not be ready to learn until into the class period. Student rarely to never ask clarifying questions and rarely to never use work time productively. Student rarely to never take ownership of his/her learning through participation, reflection and problem-solving.

Table 3.8 Assessment Rubric of Critical Thinking on Evaluation
(The Critical Thinking Community, 2013)

4 - Exemplary	3 - Satisfactory	2- Below Satisfactory	1 - Unsatisfactory
- Identifying and evaluating relevant significant points of view. - Being empathetic, fair in examining all relevant points of view.	- Identifying and evaluating relevant points of view. - Being fair in examining those views.	- May identify other points of view but struggles with maintaining fair-mindedness; may focus on irrelevant or insignificant points of view.	- Ignoring or superficially evaluating alternate points of view. - Cannot separate own vested interests and feelings when evaluating other points of view.

Table 3.9 Assessment Rubric of Critical Thinking on Explanation
(The Critical Thinking Community, 2013)

4 - Exemplary	3 - Satisfactory	2- Below Satisfactory	1 - Unsatisfactory
- Gathering sufficient, credible, relevant information: observations, statements, logic, data, facts, questions, graphs, themes, assertions, descriptions, etc. - Including information that opposes as well as supports the argued position. - Identifying and accurately explaining/using the relevant key concepts.	- Gathering sufficient, credible, and relevant information. - Includes some information from opposing views. - Identifying and accurately explaining and using the key concepts, but not with the depth and precision of a "4".	- Gathering some credible information, but not enough; some information may be irrelevant. - Omitting significant information, including some strong counter-arguments. - Identifying some (not all) key concepts, but use of concepts is superficial and inaccurate at times.	- Relying on insufficient, irrelevant, or unreliable information. - Failing to identify or hastily dismisses strong, relevant counter-arguments. - Misunderstanding key concepts or ignores relevant key concepts altogether.

Table 3.10 Assessment Rubric of Critical Thinking on Inference
(The Critical Thinking Community, 2013)

4 - Exemplary	3 - Satisfactory	2- Below Satisfactory	1 - Unsatisfactory
- Accurately identifying assumptions (things taken for granted). - Making assumptions that are consistent, reasonable, valid. - Following where evidence and reason lead in order to obtain defensible, thoughtful, logical conclusions or solutions. - Making deep rather than superficial inferences. - Making inferences that are consistent with one another.	- Identifying assumptions. - Making valid assumptions. - Following where evidence and reason lead to obtain justifiable, logical conclusions. - Making valid inferences, but not with the same depth and as a "4".	- Failing to identify assumptions, or fails to explain them, or the assumptions identified are irrelevant, not clearly stated, and/or invalid. - Following some evidence to conclusions, but inferences are more often than not unclear, illogical, inconsistent, and/or superficial.	- Failing to identify assumptions. - Makes invalid assumptions. - Using superficial, simplistic, or irrelevant reasons and unjustifiable claims. - Making illogical, inconsistent inferences. - Exhibiting closed-mindedness or hostility to reason; regardless of the evidence, maintains or defends views based on self-interest

The pretest was conducted before the treatment. Meanwhile, the posttest was conducted after the treatment.

The data obtained from the reading comprehension posttest on hortatory exposition texts was used to determine the students' achievement in reading skill. The posttest was conducted after the treatment to find out whether the students gain some improvement in their reading comprehension or not.

The students in first experimental group did their posttest under the implementation of Question-Answer Relationship strategy. On the other hand, the students in second experimental group did their posttest under the implementation of Anticipation-Reaction Guide strategy.

In scoring the pretest and posttest of students in first and second experimental groups, the researcher used reading comprehension rubric called a holistic system. The scale was used for summarizing and responding to reading. Here is the rubric:

Table 3.11 Holistic Scoring Scale for Summarizing and Responding to Reading (Brown, 2004: 215)

Scale	Description
3	Demonstrates clear, unambiguous comprehension of the main and supporting ideas.
2	Demonstrates comprehension of the main idea but lacks comprehension of some supporting ideas.
1	Demonstrates only a partial comprehension of the main and supporting ideas.
0	Demonstrates no comprehension of the main and supporting ideas.

3.6.2.1 *Critical Thinking Level Test*

In the beginning of the research, the researcher, as the teacher, gave critical thinking level test to the students. It was used to determine students whether they have high or low critical thinking level. The result of the test was useful to categorize them in the treatment when they got treatments from the researcher.

Sheets of the test were administered to each student. The sheets contain a text of critical thinking test (see appendix 3). Students were required to read the text in several minutes continued by rewriting the text based on what they remember in the text. Besides, they were also asked about their readiness in learning. They were also asked to analyze the purpose and the core issues of the text, to explain the points of the text, to identify and evaluate the points of the text, and to conclude the text by their own word. After getting the data, they were categorized into high and low critical thinking level of students.

3.6.2.2 *Pretest*

Pretest was conducted before the treatments. It was used to compare with the result of posttest. Sheets of the test were administered to each student. The sheets contain a text of pretest (see appendix 4). Students were required to read the text and answer the questions from the text. After the pretest was conducted, the result was calculated.

3.6.2.3 *Treatments*

There were three treatments for each group in this research. The first experimental group received the materials through Question-Answer Relationship strategy. Meanwhile, the second experimental group received the materials through Anticipation-Reaction Guide strategy.

Before the treatments were conducted, the researcher prepared lesson plans (see appendix 5) guided through the syllabus of the school (see appendix 6).

The lesson plans were prepared in order to help the researcher teach well. So, the data was obtained completely. They were guided through the previous lesson plans made by the English teacher at the school researched.

3.6.2.4 *Posttest*

Posttest was conducted after the treatments. It was used to know whether there were differences on students' improvement after getting the treatments. Sheets of the test were administered to each student. The sheets contain a text of posttest (see appendix 7). Students were required to read the text and answer the questions from the text. After the posttest was conducted, the result was calculated and prepared for answering the hypothesis of the research.

3.7 Method of Data Collection

There are several methods in collecting the data of the research. They are try out, critical thinking level test, pretest, treatments, and posttest.

Firstly, the try out was conducted before doing the research. It was conducted to determine the validity, reliability, and practicality of the instrument. It was conducted in another school being researched but the grade was the same. There were 15 questions of the try out questions administered to students. The form of the test was reading comprehension test.

Secondly, critical thinking test was conducted in the first meeting of the research. The result of the test helped the researcher classify the students into high and low critical thinking. The students were asked to rewrite the text which they

read by using their own words. Besides, they were also asked about their readiness in learning. They were also asked to analyze the purpose and the core issues of the text, to explain the points of the text, to identify and evaluate the points of the text, and to conclude the text by their own word.

Thirdly, pretest was conducted in the following meeting. The students had pretest before they were taught by using Question-Answer Relationship and Anticipation-Reaction Guide strategies. The form of pretest was in the form of reading comprehension of hortatory exposition text.

Fourthly, the treatments were conducted in teaching reading hortatory exposition texts to students of the first experimental group through Question-Answer Relationship strategy. There were 3 meetings of the treatments.

Fifthly, the treatments were conducted in teaching reading hortatory exposition texts to students of the second experimental group through Anticipation-Reaction Guide strategy. There were 3 meetings of the treatments.

Sixthly, posttest was conducted. The students had posttest after they were taught by using Question-Answer Relationship and Anticipation-Reaction Guide strategies. The form of posttest was in the form of reading comprehension of hortatory exposition text.

3.8 Method of Data Analysis

The data gained from critical thinking level test were measured by assessment rubric of critical thinking. Meanwhile, the data gained from pretest and posttest were measured by a reading rubric. Then, the data of critical thinking level and

posttest were analyzed by using SPSS 18.0 to see the significant difference of students' achievement taught by using Question-Answer Relationship and Anticipation-Reaction Guide strategies. The data of study hypotheses 1 to 5 were analyzed by using independent sample t-test of SPSS 18.0. Then, the data of study hypothesis 6 were analyzed by using two-ways ANOVA of SPSS 18.0.

The table for summarizing factorial design 2x2 with ANOVA analysis is as follows.

Table 3.12 ANOVA Statistics

Source of Variance	SS	df	MS	F_0	$F_{t(.05)}$	$F_{t(.01)}$
Between Columns						
Between Rows						
Columns by Rows						
Between Groups						
Within Groups						
Total						

After the data were calculated, it is known whether there is significant difference or not between Question-Answer Relationship and Anticipation-Reaction Guide strategies and between students with high and low critical thinking taught by using Question-Answer Relationship and Anticipation-Reaction Guide strategies in enhancing their reading comprehension.

CHAPTER IV

RESULT AND DISCUSSION

This chapter discusses the result of the research and discussion. This chapter explains more about findings and interpretation of the data analysis related to 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 in order to answer research questions on the discussion.

4.1 General Findings

The research begins with the test of critical thinking. This test was administered to all participants. The result of the critical thinking test is used to compare the level of participants and answer the hypothesis. There are two levels of critical thinking namely high and low critical thinking.

After conducting the critical thinking test, the researcher conducted pretest administered to all participants. The result of pretest is used to find out the effect of Question-Answer Relationship and Anticipation-Reaction Guide strategies for teaching reading hortatory exposition texts to students with high and low critical thinking by comparing it to the result of the posttest.

The first strategy used in this research was Question-Answer Relationship strategy. This strategy was implemented to teach reading hortatory exposition texts to students with high and low critical thinking of the first experimental group. Here were the procedures of implementing the strategy. The students

looked at the chart of Question-Answer Relationship strategy in order they understand how to answer questions of the text through Question-Answer Relationship strategy. Then, they were given the text of hortatory exposition including the questions related to Question-Answer Relationship strategy. The questions covered four types of questions. They were right there, think and search, author and me, and on my own questions. After that, they were asked to identify the types of QAR questions and read the text carefully. Finally, the researcher had students work individually to answer the questions from the text.

The second strategy used in this research was Anticipation-Reaction Guide strategy. This strategy was implemented to teach reading hortatory exposition texts to students with high and low critical thinking of the second experimental group. Here were the procedures of implementing the strategy. The researcher explained Anticipation-Reaction Guide strategy to the students in order they understand what to do in their learning. Then, the researcher gave students copies of the Anticipation-Reaction Guide sheets before they read the text. They reacted to the statements and checked the appropriate box, agree or disagree. Then, they discussed their previous reaction and prepare to defend themselves. After that, they read the text. They continued to respond their decision in the first step before reading the text. They compared their "before" and "after" responses and discussed some changes in their critical thinking.

The last step of the research was posttest. The researcher conducted posttest administered to all participants. The result of posttest is used to find out the effect of Question-Answer Relationship and Anticipation-Reaction Guide

strategies for teaching reading hortatory exposition texts to students with high and low critical thinking.

4.1.1 Critical Thinking Test Result

The first step of this research is critical thinking test. After conducting the critical thinking test, the researcher got the data then scored by using assessment rubric of critical thinking. After getting the score of critical thinking, there were two levels of students' critical thinking namely high and low critical thinking decided from the mean of the score (see appendices 8 and 9).

4.1.2 Pretest and Posttest Result

The data of pretest and posttest was obtained after the pretest and posttest were conducted. The result of them was calculated by holistic scoring scale for summarizing and responding to reading (see appendices 10 and 11).

In order to find out the effect of Question-Answer Relationship and Anticipation-Reaction Guide Strategies on students with high and low critical thinking for enhancing students' reading comprehension of hortatory exposition texts, the sample from the population was taken purposively (see appendices 12 and 13).

Table 4.1 Statistics of Pretest on Both Experimental Groups

	Pretest Question-Answer Relationship High Critical Thinking	Pretest Question-Answer Relationship Low Critical Thinking	Pretest Anticipation-Reaction Guide High Critical Thinking	Pretest Anticipation-Reaction Guide Low Critical Thinking
N Valid	12	14	11	14
Missing	2	0	3	0
Mean	50.5000	49.2857	51.7273	46.0000
Median	51.5000	50.0000	53.0000	45.0000
Std. Deviation	15.45962	12.59688	14.45054	11.58912
Minimum	27.00	30.00	30.00	30.00
Maximum	77.00	67.00	73.00	70.00

Table 4.2 Statistics of Posttest on Both Experimental Groups

	Posttest Question-Answer Relationship High Critical Thinking	Posttest Question-Answer Relationship Low Critical Thinking	Posttest Anticipation-Reaction Guide High Critical Thinking	Posttest Anticipation-Reaction Guide Low Critical Thinking
N Valid	12	14	11	14
Missing	2	0	3	0
Mean	70.0000	71.2143	69.4545	51.7143
Median	71.5000	70.0000	67.0000	51.5000
Std. Deviation	9.67659	10.59883	12.83249	8.56135
Minimum	57.00	57.00	53.00	40.00
Maximum	87.00	93.00	97.00	67.00

Based on table 4.1, it can be seen that the mean of the pretest of the students with high critical thinking in the first experimental group treated by

Question-Answer Relationship strategy is 50.5000. On the other hand, the mean of the pretest of the students with low critical thinking in the first experimental group treated by Question-Answer Relationship strategy is 49.2857. The result of pretest for the first experimental group ranges from 27 to 77 for both students group levels of critical thinking in *XI-IPS 1*.

Meanwhile, it can be seen that the mean of the pretest of the students with high critical thinking in the second experimental group treated by Anticipation-Reaction Guide strategy is 51.7273. On the other hand, the mean of the pretest of the students with low critical thinking in the second experimental group treated by Anticipation-Reaction Guide strategy is 46.0000. The result of pretest for the first experimental group ranges from 30 to 73 for both students group levels of critical thinking in *XI-IPS 2*.

Based on table 4.2, it can be seen that the mean of the posttest of the students with high critical thinking in the first experimental group treated by Question-Answer Relationship strategy is 70.0000. On the other hand, the mean of the posttest of the students with low critical thinking in the first experimental group treated by Question-Answer Relationship strategy is 71.2143. The result of posttest for the first experimental group ranges from 57 to 93 for both students group levels of critical thinking in *XI-IPS 1*.

Meanwhile, it can be seen that the mean of the posttest of the students with high critical thinking in the second experimental group treated by Anticipation-Reaction Guide strategy is 69.4545. On the other hand, the mean of the posttest of the students with low critical thinking in the second experimental group treated by

Anticipation-Reaction Guide strategy is 51.7143. The result of posttest for the second experimental group ranges from 40 to 97 for both students group levels of critical thinking in *XI-IPS 2*.

The result of the posttest was better than the pretest. It can be concluded that Question-Answer Relationship and Anticipation-Reaction Guide Strategies had significant effect for enhancing students' reading comprehension on hortatory exposition texts so both strategies had enhanced students' reading comprehension.

4.1.3 Normality Test

It is important to test the normality of the data in the research. The test is used to find out whether the sample has normal distribution or not. The criterion to determine the normal distribution of the sample is that if P value is higher than α 0.05. On the other hand, if P value is lower than α 0.05, the sample does not have normal distribution.

The tables below are the concise summary of normality test data on pretest and posttest by using Kolmogorov-Smirnov test for one sample by SPSS 18.0.

Table 4.3 Normality Test of the Pretest

		Pretest Question-Answer Relationship High Critical Thinking	Pretest Question-Answer Relationship Low Critical Thinking	Pretest Anticipation-Reaction Guide High Critical Thinking	Pretest Anticipation-Reaction Guide Low Critical Thinking
N		12	14	11	14
Normal Parameters[a,b]	Mean	50.5000	49.2857	51.7273	46.0000
	Std. Deviation	15.45962	12.59688	14.45054	11.58912
Most Extreme Differences	Absolute	.154	.158	.146	.180
	Positive	.121	.120	.119	.180
	Negative	-.154	-.158	-.146	-.114
Kolmogorov-Smirnov Z		.533	.593	.484	.673
Asymp. Sig. (2-tailed)		.939	.874	.973	.755

Table 4.3 shows that P values of the first experimental group pretest are 0.939 and 0.874 which are higher than α 0.05. Meanwhile, P values of the second experimental group pretest are 0.973 and 0.755 which are higher than α 0.05. From the analysis above, it can be concluded that the data of the first and second experimental group pretest have normal distribution.

Table 4.4 Normality Test of the Posttest

		Posttest Question-Answer Relationship High Critical Thinking	Posttest Question-Answer Relationship Low Critical Thinking	Posttest Anticipation-Reaction Guide High Critical Thinking	Posttest Anticipation-Reaction Guide Low Critical Thinking
N		12	14	11	14
Normal	Mean	70.0000	71.2143	69.4545	51.7143
Parameters[a,b]	Std. Deviation	9.67659	10.59883	12.83249	8.56135
Most	Absolute	.128	.188	.121	.160
Extreme	Positive	.128	.188	.121	.131
Differences	Negative	-.122	-.090	-.100	-.160
Kolmogorov-Smirnov Z		.444	.705	.402	.599
Asymp. Sig. (2-tailed)		.989	.703	.997	.866

Table 4.4 shows that P values of the first experimental group posttest are 0.989 and 0.703 which are higher than α 0.05. Meanwhile, P values of the second experimental group posttest are 0.997 and 0.866 which are higher than α 0.05. From the analysis above, it can be concluded that the data of the first and second experimental group posttest have normal distribution.

The two tables above conclude that the data of pretest and posttest have normal distribution because the P values of the pretest and posttest are higher than α 0.05.

4.1.4 Homogeneity Test

The research needs the homogeneity test of the data. It is used to ensure the homogeneity of the pretest and posttest data. The criterion to determine the homogeneous data of the sample is that if P value is higher than α 0.05. On the other hand, if P value is lower than α 0.05, the sample is not homogeneous.

The tables below are the concise summary of homogeneity test data on pretest and posttest by using Levene's test for Homogeneity of Variance.

Table 4.5 Homogeneity Test of the Pretest

		Levene's Statistic	df1	df2	Sig.
Pretest	Based on Mean	.746	1	49	.392
	Based on Median	.731	1	49	.397
	Based on Median and with adjusted df	.731	1	45.312	.397
	Based on trimmed mean	.781	1	49	.381

Table 4.5 shows that P value is 0.392. It indicates that P value is higher than α 0.05 meaning that H_0 is accepted and H_a is rejected. It can be concluded that the data of pretest are homogeneous.

Table 4.6 Homogeneity Test of the Posttest

		Levene's Statistic	df1	df2	Sig.
Posttest	Based on Mean	.914	1	49	.344
	Based on Median	.700	1	49	.407
	Based on Median and with adjusted df	.700	1	45.931	.407
	Based on trimmed mean	.823	1	49	.369

Table 4.6 shows that P value is 0.344. It indicates that P value is higher than α 0.05 meaning that H_0 is accepted and H_a is rejected. It can be concluded that the data of posttest are homogeneous.

The two tables above conclude that the data of pretest and posttest are homogeneous because the P values of the pretest and posttest are higher than α 0.05.

4.2 Hypothesis Testing

Hypothesis testing is used to answer the research questions. There are several ways in explaining the answer of the questions. The questions have each way to answer and explain. The researcher uses independent sample t-test to analyze the data from number 1 to 5, meanwhile the researcher uses two-ways ANOVA to analyze the data of number 6 by using SPSS 18.0. So the answer of the research questions can be obtained and explained.

4.2.1 The Result of Hypothesis 1

The first aim of this study is to find out the significant difference of effect between Question-Answer Relationship and Anticipation-Reaction Guide strategies in teaching reading hortatory exposition texts to students with high and low critical thinking.

The null hypothesis (H_0) 1 of the study indicates that there is no significant difference of effect between Question-Answer Relationship and Anticipation-Reaction Guide strategies in teaching reading hortatory exposition texts to students with high and low critical thinking. Meanwhile, the alternative hypothesis (H_a) 1 indicates that there is significant difference of effect between Question-Answer Relationship and Anticipation-Reaction Guide strategies in teaching reading hortatory exposition texts to students with high and low critical thinking. The result of the study is as follows.

Table 4.7 Group Statistics of Hypothesis 1

	Strategy	N	Mean	Std. Deviation	Std. Error Mean
Posttest	Question-Answer Relationship	26	70.6538	9.99977	1.96112
	Anticipation-Reaction Guide	25	59.5200	13.75112	2.75022

Based on the table above, it can be seen that the mean score of posttest of Question-Answer Relationship strategy to students with high and low critical thinking is 70.6538 and the mean score of posttest of Anticipation-Reaction Guide strategy to students with high and low critical thinking is 59.5200.

Table 4.8 Independent Samples Test of Hypothesis 1

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Post test	Equal variances assumed	1.422	.239	3.317	49	.002	11.13385	3.35706	4.38759	17.88011
	Equal variances not assumed			3.296	43.752	.002	11.13385	3.37783	4.32520	17.94250

From the result above, it shows that the value of sig (2-tailed) is 0.002 meaning that H_0 is rejected and H_a is accepted. So, there is significant difference between Question-Answer Relationship and Anticipation-Reaction Guide strategies implemented in teaching reading hortatory exposition texts to students with high and low critical thinking.

To sum up the two tables above, 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 because the mean score of Question-Answer Relationship strategy is higher than Anticipation-Reaction Guide strategy.

4.2.2 The Result of Hypothesis 2

The second aim of this study is to describe and explain the strategy that has better effect in teaching reading hortatory exposition texts to students with high critical thinking.

The null hypothesis (H_0) 2 of the study indicates that there is no difference in the effectiveness between Question-Answer Relationship and Anticipation-Reaction Guide strategies in teaching reading hortatory exposition texts to students with high critical thinking. Meanwhile, the alternative hypothesis (H_a) 2 of the study indicates that Question-Answer Relationship strategy is more effective than Anticipation-Reaction Guide strategy in teaching reading hortatory exposition texts to students with high critical thinking. The result of the study is as follows.

Table 4.9 Group Statistics of Hypothesis 2

Strategy		N	Mean	Std. Deviation	Std. Error Mean
Posttest	Question-Answer Relationship	12	70.0000	9.67659	2.79339
	Anticipation-Reaction Guide	11	69.4545	12.83249	3.86914

Based on the table above, it can be seen that the mean score of posttest of Question-Answer Relationship strategy to students with high critical thinking is 70.0000 and the mean score of posttest of Anticipation-Reaction Guide strategy to students with high critical thinking is 69.4545.

Table 4.10 Independent Samples Test of Hypothesis 2

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower	Upper
Post test	Equal variances assumed	.463	.504	.116	21	.909	.54545	4.71270	-9.25513	10.346 04
	Equal variances not assumed			.114	18.5 58	.910	.54545	4.77214	-9.45887	10.549 78

From the result above, it shows that the value of sig (2-tailed) is 0.909 meaning that H_0 is accepted and H_a is rejected. So, there is no significant difference between Question-Answer Relationship and Anticipation-Reaction Guide strategies to students with high critical thinking.

The summary of the two tables above shows that 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 because there is no significant difference between Question-Answer Relationship and Anticipation-Reaction Guide strategies to students with high critical thinking.

4.2.3 The Result of Hypothesis 3

The third aim of this study is to describe and explain the strategy that has better effect in teaching reading hortatory exposition texts to students with low critical thinking.

The null hypothesis (H$_0$) 3 of the study indicates that there is no difference in the effectiveness between Question-Answer Relationship and Anticipation-Reaction Guide strategies in teaching reading hortatory exposition texts to students with low critical thinking. Meanwhile, the alternative hypothesis (H$_a$) 3 indicates that Question-Answer Relationship strategy is more effective than Anticipation-Reaction Guide strategy in teaching reading hortatory exposition texts to students with low critical thinking. The result of the study is as follows.

Table 4.11 Group Statistics of Hypothesis 3

	Strategy	N	Mean	Std. Deviation	Std. Error Mean
Posttest	Question-Answer Relationship	14	71.2143	10.59883	2.83266
	Anticipation-Reaction Guide	14	51.7143	8.56135	2.28812

Based on the table above, it can be seen that the mean score of posttest of Question-Answer Relationship strategy to students with low critical thinking is 71.2143 and the mean score of posttest of Anticipation-Reaction Guide strategy to students with low critical thinking is 51.7143.

Table 4.12 Independent Samples Test of Hypothesis 3

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Posttest	Equal variances assumed	.291	.594	5.355	26	.000	19.50000	3.64135	12.01510	26.98490
	Equal variances not assumed			5.355	24.899	.000	19.50000	3.64135	11.99896	27.00104

From the result above, it shows that the value of sig (2-tailed) is 0.000 meaning that H_0 is rejected and H_a is accepted. So, there is significant difference between Question-Answer Relationship and Anticipation-Reaction Guide strategies to students with low critical thinking.

The summary of the two tables above shows that Question-Answer Relationship strategy has better effect than Anticipation-Reaction Guide strategy in teaching reading hortatory exposition texts to students with low critical thinking because the mean score of Question-Answer Relationship strategy is higher than Anticipation-Reaction Guide strategy.

4.2.4 The Result of Hypothesis 4

The fourth aim of this study is to describe the students who improve better in teaching reading hortatory exposition texts through Question-Answer Relationship strategy.

The null hypothesis (H$_0$) 4 of the study indicates that there is no difference in the improvement between students with high and low critical thinking in teaching reading hortatory exposition texts through Question-Answer Relationship strategy. Meanwhile, the alternative hypothesis (H$_a$) 4 of the study indicates that students with high critical thinking improve better than students with low critical thinking in teaching reading hortatory exposition texts through Question-Answer Relationship strategy. The result of the study is as follows.

Table 4.13 Group Statistics of Hypothesis 4

	Critical Thinking	N	Mean	Std. Deviation	Std. Error Mean
Posttest	High	12	70.0000	9.67659	2.79339
	Low	14	71.2143	10.59883	2.83266

Based on the table above, it can be seen that the mean score of posttest of Students with high critical thinking treated by using Question-Answer Relationship strategy is 70.0000 and the mean score of posttest of students with low critical thinking treated by using Question-Answer Relationship strategy is 71.2143.

Table 4.14 Independent Samples Test of Hypothesis 4

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Post Test	Equal variances assumed	.039	.845	.303	24	.764	1.214 29	4.0073 5	-7.05648	9.48505
	Equal variances not assumed			.305	23.8 84	.763	1.214 29	3.9783 1	-6.99865	9.42723

From the result above, it shows that the value of sig (2-tailed) is 0.764 meaning that H_0 is accepted and H_a is rejected. So, there is no significant difference between students with high and low critical thinking treated by using Question-Answer Relationship strategy.

The summary of the two tables above shows that students with high and low critical thinking improve equally treated by using Question-Answer Relationship strategy because there is no significant difference between students with high and low critical thinking treated by using Question-Answer Relationship strategy.

4.2.5 The Result of Hypothesis 5

The fifth aim of this study is to describe the students who improve better in teaching reading hortatory exposition texts through Anticipation-Reaction Guide strategy.

The null hypothesis (H_0) 5 of the study indicates that there is no difference in the improvement between students with high and low critical thinking in teaching reading hortatory exposition texts through Anticipation-Reaction Guide strategy. Meanwhile, the alternative hypothesis (H_a) 5 of the study indicates that students with high critical thinking improve better than students with low critical thinking in teaching reading hortatory exposition texts through Anticipation-Reaction Guide strategy. The result of the study is as follows.

Table 4.15 Group Statistics of Hypothesis 5

	Critical Thinking	N	Mean	Std. Deviation	Std. Error Mean
Posttest	High	11	69.4545	12.83249	3.86914
	Low	14	51.7143	8.56135	2.28812

Based on the table above, it can be seen that the mean score of posttest of Students with high critical thinking treated by Anticipation-Reaction Guide strategy is 69.4545 and the mean score of posttest of students with low critical thinking treated by using Anticipation-Reaction Guide strategy is 51.7143.

Table 4.16 Independent Samples Test of Hypothesis 5

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
									Lower	Upper
Post test	Equal variances assumed	1.050	.316	-4.142	23	.000	-17.74026	4.28349	-26.60133	-8.87919
	Equal variances not assumed			-3.947	16.651	.001	-17.74026	4.49508	-27.23921	-8.24131

From the result above, it shows that the value of sig (2-tailed) is 0.000 meaning that H_0 is rejected and H_a is accepted. So, there is significant difference between students with high and low critical thinking treated by using Anticipation-Reaction Guide strategy.

The summary of the two tables above shows that students with high critical thinking improve better than the students with low critical thinking treated by using Anticipation-Reaction Guide strategy because the mean score of students with high critical thinking is higher than the students with low critical thinking.

4.2.6 The Result of Hypothesis 6

The sixth aim of this study is to explain the significance of the interaction among teaching strategies, reading comprehension, and students' critical thinking in teaching reading hortatory exposition texts.

The null hypothesis (H_0) 6 of the study indicates that there is no interaction among teaching strategies, reading comprehension, and students' critical thinking in teaching reading hortatory exposition texts to students with high and low critical thinking. Meanwhile, the alternative hypothesis (H_a) 6 of the study indicates that 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. The result of the study is as follows.

Table 4.17 Table of Subject Factors

		N
Teaching Strategies	Question-Answer Relationship	26
	Anticipation-Reaction Guide	25
Critical Thinking	High Critical Thinking	23
	Low Critical Thinking	28

Based on the table above, there are two kinds of strategies namely Question-Answer Relationship and Anticipation-Reaction Guide and two types of students namely students with high and low critical thinking as the data of the research.

Table 4.18 Mean and Standard Deviation of the Data

Teaching Strategies	Critical Thinking	Mean	Std.Deviation	N
Question-Answer Relationship	High	70.00	9.677	12
	Low	71.21	10.599	14
	Total	70.65	10.000	26
Anticipation-Reaction Guide	High	69.45	12.832	11
	Low	51.71	8.561	14
	Total	59.52	13.751	25
Total	High	69.74	11.034	23
	Low	61.46	13.710	28
	Total	65.20	13.129	51

The table above shows the result of dependent variable score from posttest in both experimental groups. In Question-Answer Relationship strategy, the mean score of students with high critical thinking is 70.00 and the standard deviation is 9.677. Meanwhile, the mean score of students with low critical thinking is 71.21 and the standard deviation is 10.599. For total of students with high and low critical thinking treated by using Question-Answer Relationship strategy is mean 70.65 and standard deviation 10.000 from 26 students of *XI-IPS 1*.

In Anticipation-Reaction Guide strategy, the mean score of students with high critical thinking is 69.45 and the standard deviation is 12.832. Meanwhile, the mean score of students with low critical thinking is 51.71 and the standard deviation is 8.561. For total of students with high and low critical thinking treated by using Anticipation-Reaction Guide strategy is mean 59.52 and standard deviation 13.751 from 25 students of *XI-IPS 2*.

In Question-Answer Relationship and Anticipation-Reaction Guide strategies, the mean score of students with high critical thinking is 69.74 and the

standard deviation is 11.034. Meanwhile, the mean score of students with low critical thinking is 61.46 and the standard deviation is 13.710. For total of students with high and low critical thinking treated by using Question-Answer Relationship and Anticipation-Reaction Guide strategies is mean 65.20 and standard deviation 13.129 from 51 students of *XI-IPS 1* and *XI-IPS 2*.

To sum up the table above, the mean total of Question-Answer Relationship strategy is higher than Anticipation-Reaction Guide strategy. The mean total of students with high critical thinking is higher than the students with low critical thinking.

Table 4.19 Levene's Test of Equality of Error Variances

F	df1	df2	Sig.
.385	3	47	.765

The table above shows that P value is 0.765 meaning that P value is higher than α 0.05. So, H_0 is accepted and H_a is rejected. It can be concluded that there is no significant difference of variance meaning that the data were homogenous.

Table 4.20 Factorial Design 2x2 with ANOVA Analysis

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	3528.098[a]	3	1176.033	10.859	.000
Intercept	217108.149	1	217108.149	2004.754	.000
Teaching Strategies	1267.174	1	1267.174	11.701	.001
Critical Thinking	861.268	1	861.268	7.953	.007
Teaching Strategies * Critical Thinking	1133.003	1	1133.003	10.462	.002
Error	5089.942	47	108.297		
Total	225395.000	51			
Corrected Total	8618.039	50			

From the table above, it can be seen that P value of teaching strategies is 0.001. It is lower than α 0.05 meaning that H_0 is rejected and H_a is accepted. It indicates that there is significant difference between Question-Answer Relationship and Anticipation-Reaction Guide strategies on the result of posttest.

The P value of critical thinking is 0.007. It is lower than α 0.05 meaning that H_0 is rejected and H_a is accepted. It indicates that there is significant difference between students with high and low critical thinking on the result of posttest.

The P value of teaching strategies*critical thinking is 0.002. It is lower than α 0.05 meaning that H_0 is rejected and H_a is accepted. It indicates that there is interaction between teaching strategies and critical thinking.

From the result above, it can be concluded that 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.

The researcher provides the graph for the interaction among teaching strategies, reading comprehension, and students' critical thinking. Here is the graph.

Estimated Marginal Means of Posttest Score
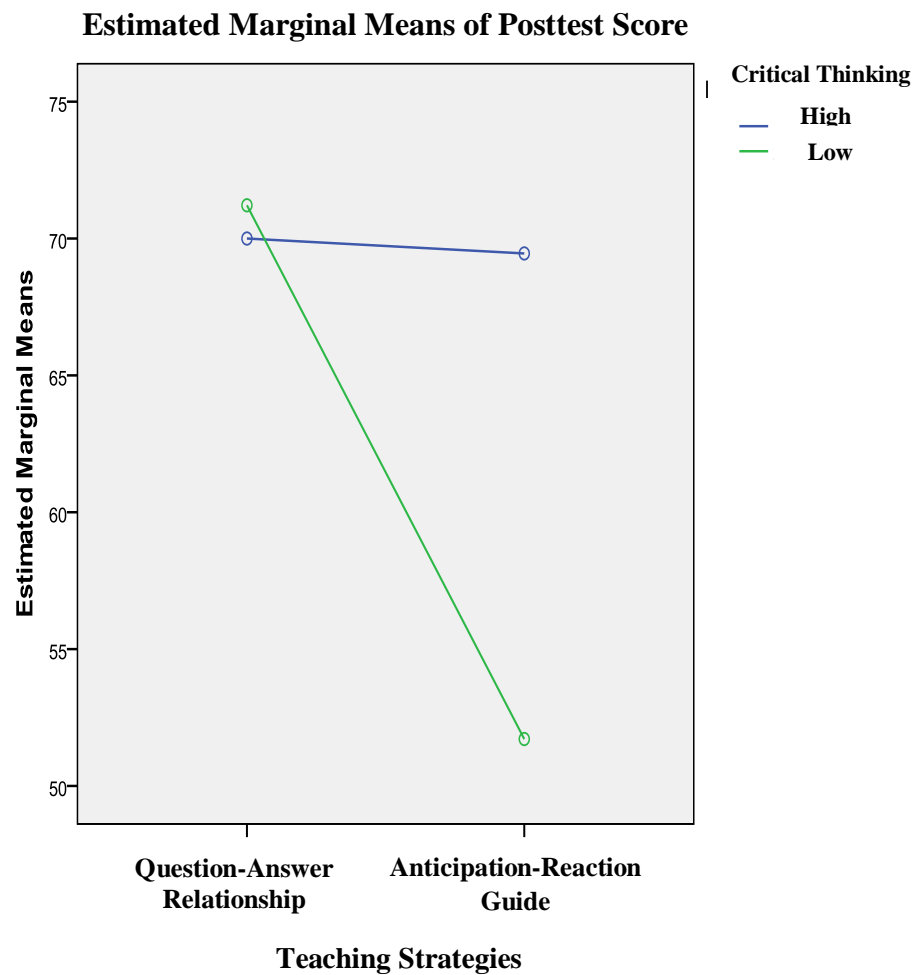
Chart 4.1 Interaction among Teaching Strategies, Reading Comprehension, and Students' Critical Thinking

Chart 4.1 shows the interaction among teaching strategies, reading comprehension, and students' critical thinking.

4.3 Discussion

This study aims to find out the effectiveness of Question-Answer Relationship and Anticipation-Reaction Guide strategies in teaching reading hortatory exposition texts to students with high and low critical thinking at Islamic Private Senior High School *Sultan Agung 3* Semarang. There are two groups in this research. They are the first experimental group namely *XI-IPS 1* treated by using Question-Answer Relationship strategy and the second experimental group namely *XI-IPS 2* treated by using Anticipation-Reaction Guide strategy.

There was try out activity before doing the research. It was conducted in another school being researched but the grade was the same. The try out questions were in the form of reading comprehension test. There were valid and invalid questions from the result of the test. The questions in the try out were reliable. The valid and reliable questions were used in the pretest and posttest.

Critical thinking test was conducted in the first meeting of the research. It was used to classify students with high and low critical thinking. It was in the form of reading comprehension and critical thinking skill. The students were given the reading comprehension text of hortatory exposition text. They were asked to read the text in several minutes. Then, they were asked to rewrite the text that they had read without looking at the text meaning that they are asked to use their critical thinking in rewriting the text. Besides, they were also asked about their readiness in learning. They were also asked to analyze the purpose and the core issues of the text, to explain the points of the text, to identify and evaluate the points of the text, and to conclude the text by their own word.

Pretest was conducted in the following meeting. It was used to compare the result of students with high and low critical thinking before they were treated by using Question-Answer Relationship and Anticipation-Reaction Guide strategies with the result of posttest after they were treated by using Question-Answer Relationship and Anticipation-Reaction Guide strategies. The form of pretest was in the form of reading comprehension of hortatory exposition text.

The researcher, as the teacher, implemented Question-Answer Relationship strategy for teaching reading hortatory exposition texts in the first experimental group. The curriculum used in teaching process was School-Based Curriculum. There were three meetings for teaching the class. The researcher used Question-Answer Relationship strategy in teaching process.

In the first meeting, the researcher introduced the strategy implemented through the chart of the strategy to the students. Then, the researcher explained the definition of hortatory exposition text. After that, the researcher gave students the text of hortatory exposition including the questions related to Question-Answer Relationship strategy. They were asked to identify the types of QAR questions and read the text carefully. The researcher had students work individually to answer the questions from the text. Finally, the researcher shared the answers with them, gave feedback, and motivated them in their learning.

In the second meeting, the researcher explained the elements of hortatory exposition text. After that, the researcher gave students the text of hortatory exposition including the questions related to Question-Answer Relationship strategy. They were asked to identify the types of QAR questions and read the text

carefully. The researcher had students work individually to answer the questions from the text. Finally, the researcher shared the answers with them, gave feedback, and motivated them in their learning.

In the third meeting, the researcher explained the linguistic features of hortatory exposition text. After that, the researcher gave students the text of hortatory exposition including the questions related to Question-Answer Relationship strategy. They were asked to identify the types of QAR questions and read the text carefully. The researcher had students work individually to answer the questions from the text. Finally, the researcher shared the answers with them, gave feedback, and motivated them in their learning.

The researcher, as the teacher, implemented Anticipation-Reaction Guide strategy for teaching reading hortatory exposition texts in the second experimental group. The curriculum used in teaching process was School-Based Curriculum. There were three meetings for teaching the class. The researcher used Anticipation-Reaction Guide strategy in teaching process.

In the first meeting, the researcher introduced the strategy implemented to the students. Then, the researcher explained the definition of hortatory exposition text. After that, the researcher gave students copies of the Anticipation-Reaction Guide sheets before they read the text. They reacted to the statements and checked the appropriate box, agree or disagree. Then, they discussed their previous reaction and prepared to defend themselves. After that, they read the text. They continued to respond their decision in the first step before reading the text. They compared their "before" and "after" responses and discussed some changes in

their critical thinking. Finally, the researcher shared the answers and opinion, gave feedback, and motivated them in their learning.

In the second meeting, the researcher explained the elements of hortatory exposition text. After that, the researcher gave students copies of the Anticipation-Reaction Guide sheets before they read the text. They reacted to the statements and checked the appropriate box, agree or disagree. Then, they discussed their previous reaction and prepared to defend themselves. After that, they read the text. They continued to respond their decision in the first step before reading the text. They compared their "before" and "after" responses and discussed some changes in their critical thinking. Finally, the researcher shared the answers and opinion, gave feedback, and motivated them in their learning.

In the third meeting, the researcher explained the linguistic features of hortatory exposition text. After that, the researcher gave students copies of the Anticipation-Reaction Guide sheets before they read the text. They reacted to the statements and checked the appropriate box, agree or disagree. Then, they discussed their previous reaction and prepared to defend themselves. After that, they read the text. They continued to respond their decision in the first step before reading the text. They compared their "before" and "after" responses and discussed some changes in their critical thinking. Finally, the researcher shared the answers and opinion, gave feedback, and motivated them in their learning.

After being treated by the strategies, the students had posttest. It was used to compare the result of students with high and low critical thinking after they were treated by using Question-Answer Relationship and Anticipation-Reaction

Guide strategies with the result of pretest before they were treated by using Question-Answer Relationship and Anticipation-Reaction Guide strategies. The form of posttest was in the form of reading comprehension of hortatory exposition text.

The sample of the research was taken purposively for statistical test. It was used to see mean, median, standard deviation, minimum score, and maximum score.

The data of normality test of pretest and posttest were analyzed by using Kolmogorov-Smirnov test for one sample by SPSS 18.0. For the normality of pretest, it shows that P values of the first experimental group pretest are 0.939 and 0.874 which are higher than α 0.05. Meanwhile, P values of the second experimental group pretest are 0.973 and 0.755 which are higher than α 0.05. It can be concluded that the data of the first and second experimental group pretest have normal distribution.

For the normality of posttest, it shows that P values of the first experimental group posttest are 0.989 and 0.703 which are higher than α 0.05. Meanwhile, P values of the second experimental group posttest are 0.997 and 0.866 which are higher than α 0.05. It can be concluded that the data of the first and second experimental group posttest have normal distribution.

The data of pretest and posttest in both of experimental groups have normal distribution. It indicates that the data are appropriate to be given to the students.

The data of homogeneity test of pretest and posttest were analyzed by using Levene's test for Homogeneity of Variance. For the homogeneity test of pretest, it shows that P value is 0.392. It indicates that P value is higher than α 0.05 meaning that H_0 is accepted and H_a is rejected. It can be concluded that the data of pretest are homogeneous.

For the homogeneity test of posttest, it shows that P value is 0.344. It indicates that P value is higher than α 0.05 meaning that H_0 is accepted and H_a is rejected. It can be concluded that the data of posttest are homogeneous.

The data of pretest and posttest in both of experimental groups are homogeneous. It indicates that the data are appropriate to be given to the students.

According to the first research question, the mean score of posttest of Question-Answer Relationship strategy to students with high and low critical thinking is 70.6538 and the mean score of posttest of Anticipation-Reaction Guide strategy to students with high and low critical thinking is 59.5200.

Meanwhile, the value of sig (2-tailed) in the posttest result of Question-Answer Relationship and Anticipation-Reaction Guide Strategies to students with high and low critical thinking is 0.002 meaning that H_0 is rejected and H_a is accepted. So, there is significant difference between Question-Answer Relationship and Anticipation-Reaction Guide strategies implemented in teaching reading hortatory exposition texts to students with high and low critical thinking.

Dealing with the result of the first question, 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 because the mean score

of Question-Answer Relationship strategy is higher than Anticipation-Reaction Guide strategy.

Related to the second research question, the mean score of posttest of Question-Answer Relationship strategy to students with high critical thinking is 70.0000 and the mean score of posttest of Anticipation-Reaction Guide strategy to students with high critical thinking is 69.4545.

Meanwhile, the value of sig (2-tailed) in posttest result of Question-Answer Relationship and Anticipation-Reaction Guide strategies to students with high critical thinking is 0.909 meaning that H_0 is accepted and H_a is rejected. So, there is no significant difference between Question-Answer Relationship and Anticipation-Reaction Guide strategies to students with high critical thinking.

Dealing with the second research question, 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 because there is no significant difference between Question-Answer Relationship and Anticipation-Reaction Guide strategies to students with high critical thinking.

In relation with the third research question, the mean score of posttest of Question-Answer Relationship strategy to students with low critical thinking is 71.2143 and the mean score of posttest of Anticipation-Reaction Guide strategy to students with low critical thinking is 51.7143.

Meanwhile, the value of sig (2-tailed) in posttest result of Question-Answer Relationship and Anticipation-Reaction Guide strategies to students with low critical thinking is 0.000 meaning that H_0 is rejected and H_a is accepted. So,

there is significant difference between Question-Answer Relationship and Anticipation-Reaction Guide strategies to students with low critical thinking.

To sum up the third research question, Question-Answer Relationship strategy has better effect than Anticipation-Reaction Guide strategy in teaching reading hortatory exposition texts to students with low critical thinking because the mean score of Question-Answer Relationship strategy is higher than Anticipation-Reaction Guide strategy.

In accordance with the fourth research question, the mean score of posttest of students with high critical thinking treated by using Question-Answer Relationship strategy is 70.0000 and the mean score of posttest of students with low critical thinking treated by using Question-Answer Relationship strategy is 71.2143.

Meanwhile, the value of sig (2-tailed) in posttest result of students with high and low critical thinking treated by using Question-Answer Relationship strategy is 0.764 meaning that H_0 is accepted and H_a is rejected. So, there is no significant difference between students with high and low critical thinking treated by using Question-Answer Relationship strategy.

To summarize the fourth research question, the students with high and low critical thinking improve equally treated by using Question-Answer Relationship strategy because there is no significant difference between students with high and low critical thinking treated by using Question-Answer Relationship strategy.

According to the fifth research question, the mean score of posttest of Students with high critical thinking treated by using Anticipation-Reaction Guide

strategy is 69.4545 and the mean score of posttest of students with low critical thinking treated by using Anticipation-Reaction Guide strategy is 51.7143.

Meanwhile, the value of sig (2-tailed) in posttest result of students with high and low critical thinking treated by using Anticipation-Reaction Guide Strategy is 0.000 meaning that H_0 is rejected and H_a is accepted. So, there is significant difference between students with high and low critical thinking treated by using Anticipation Reaction Guide strategy.

To sum up the fifth research question, the students with high critical thinking improve better than the students with low critical thinking treated by using Anticipation-Reaction Guide strategy because the mean score of students with high critical thinking is higher than the students with low critical thinking.

Related to the sixth research question, P value of teaching strategies is 0.001. It is lower than α 0.05 meaning that H_0 is rejected and H_a is accepted. It indicates that there is significant difference between Question-Answer Relationship and Anticipation-Reaction Guide strategies on the result of posttest.

The P value of critical thinking is 0.007. It is lower than α 0.05 meaning that H_0 is rejected and H_a is accepted. It indicates that there is significant difference between students with high and low critical thinking on the result of posttest.

The P value of teaching strategies*critical thinking is 0.002. It is lower than α 0.05 meaning that H_0 is rejected and H_a is accepted. It indicates that there is interaction between teaching strategies and critical thinking.

From whole result, it can be concluded that 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.

From the research conducted, it can be concluded that there are several changes in the characteristics of students. They can enhance their reading comprehension through Question-Answer Relationship and Anticipation-Reaction Guide strategies. They also have bigger spirit in their learning process. They are encouraged through implementation of their critical thinking in their learning process.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter encompasses a conclusion elaborated from the previous chapter and suggestions related to the findings.

5.1 Conclusions

This study focuses on comparing Question-Answer Relationship and Anticipation-Reaction Guide strategies for teaching reading hortatory exposition texts to students with high and low critical thinking. The data are taken from students of the first experimental group namely *XI-IPS 1* and the second experimental group namely *XI-IPS 2*. Here are the findings of the study.

Dealing with the first finding, 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 because the mean score of Question-Answer Relationship strategy is higher than Anticipation-Reaction Guide strategy.

Dealing with the second finding, 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 because there is no significant difference between Question-Answer Relationship and Anticipation-Reaction Guide strategies to students with high critical thinking.

Dealing with the third finding, Question-Answer Relationship strategy has better effect than Anticipation-Reaction Guide strategy in teaching reading

hortatory exposition texts to students with low critical thinking because the mean score of Question-Answer Relationship strategy is higher than Anticipation-Reaction Guide strategy.

Dealing with the fourth finding, the students with high and low critical thinking improve equally treated by using Question-Answer Relationship strategy because there is no significant difference between students with high and low critical thinking treated by using Question-Answer Relationship strategy.

Dealing with the fifth finding, the students with high critical thinking improve better than the students with low critical thinking treated by using Anticipation-Reaction Guide strategy because the mean score of students with high critical thinking is higher than the students with low critical thinking.

Dealing with the sixth finding, 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.

5.2 Suggestions

There are several suggestions taken from the result of the study. This study focuses on the use 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. Here are the suggestions.

There are suggestions for other researchers. The other researchers should do the other research dealing with the implementation of Question-Answer

Relationship and Anticipation-Reaction Guide strategies in order to get more precise result of the research. They also should do further research related to the students' critical thinking on reading particularly on hortatory exposition texts in order to obtain deeper findings.

There are also several suggestions for the English teachers from this study. Question-Answer Relationship and Anticipation-Reaction Guide strategies are effective for teaching reading hortatory exposition texts. The strategies can be implemented as well as possible by the English teachers. The strategies are appropriate for being implemented in teaching reading hortatory exposition texts because the students need their critical thinking in comprehending and responding the texts. The English teachers should be able to understand the students' critical thinking level in order to give the materials of teaching well by implementing Question-Answer Relationship and Anticipation-Reaction Guide strategies.

There are also some suggestions for the students from this study. The students should use their critical thinking as well as possible in order they comprehend the hortatory exposition texts. They should be able to explore their knowledge in responding the hortatory exposition texts. They should follow the instruction of Question-Answer Relationship and Anticipation-Reaction Guide strategies implemented by the teachers in order they get the result of study well.

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Appendix 1

INSTRUCTION OF TRY OUT FOR VALIDITY OF INSTRUMENT

A. Read the text and answer the following questions

A Campaign of the Importance of Reading

Reading habit is poor among Indonesians because most people haven't realized the importance of reading.

Reading is important to transform knowledge and technology. By reading, one knows the world. He or she will understand what he doesn't see by himself or herself. The lines of the paragraphs in an article contain pieces of knowledge. The knowledge is needed to improve the quality of human's life. Technology transformation from other countries can only be done by reading a lot various sources of literature. Valuable books in libraries and bookstores will mean nothing if they are not read.

Realizing the importance of reading will make someone motivated to read. When we know that something is very important because it can give us valuable information, we will try to get or do the thing. For example, a businessman who always follows latest information or news will know what to do in his/ her business. He will make a good decision to make a transaction. Most people in all developed countries have realized the importance of reading and they have good reading habits. In bus and train stations, vehicles, waiting rooms, parks, people like reading. They enjoy reading which gives them valuable knowledge and inspiration.

A good understanding toward the importance of reading can be achieved by well organized and effective campaign. To plant an understanding in a generation's minds is not an easy job. It needs a hard work from all components of the nation, especially the government. A serious campaign which is organized by the central and local government can help common people wake up and stand to face the real competition. The campaign can be done through various kinds of

mass media such as TV, radio, booklets, bulletins, newspapers, magazines. It can also be conducted by teachers, parents and all people who care.

Therefore, a nation-wide effective campaign of the importance of reading by all components of the nation should be done, facilitated by the government, to face the tighter competition. The world has forced globalization. Those people with little knowledge will be left behind. To speed up the better change in this country, a good reading habit is really important.

(Source: Maezun, 2011)

B. Answer the following questions based on the text above

1. How is reading habit among Indonesians?
2. Why is the knowledge needed to improve the quality of human's life?
3. Mention the importance of reading!
4. What is reading important for?
5. What can you get from reading some books?
6. What will motivate you to read some books?
7. Why can technology transformation from other countries only be done by reading a lot various sources of literature?
8. What will people be/do if they realize the importance of reading?
9. How can the campaign of the importance of reading be done?
10. What will the businessman do if he gets latest information or news?
11. Where can people like reading?
12. Why can a good understanding toward the importance of reading be achieved by well organized and effective campaign?
13. How will you campaign people to have reading habit?
14. Why will the people with little knowledge be left behind?
15. What will you do to face the tighter competition in globalization era?

Appendix 2

INSTRUCTION OF TRY OUT FOR RELIABILITY OF INSTRUMENT

A. Read the text and answer the following questions

A Campaign of the Importance of Reading

Reading habit is poor among Indonesians because most people haven't realized the importance of reading.

Reading is important to transform knowledge and technology. By reading, one knows the world. He or she will understand what he doesn't see by himself or herself. The lines of the paragraphs in an article contain pieces of knowledge. The knowledge is needed to improve the quality of human's life. Technology transformation from other countries can only be done by reading a lot various sources of literature. Valuable books in libraries and bookstores will mean nothing if they are not read.

Realizing the importance of reading will make someone motivated to read. When we know that something is very important because it can give us valuable information, we will try to get or do the thing. For example, a businessman who always follows latest information or news will know what to do in his/ her business. He will make a good decision to make a transaction. Most people in all developed countries have realized the importance of reading and they have good reading habits. In bus and train stations, vehicles, waiting rooms, parks, people like reading. They enjoy reading which gives them valuable knowledge and inspiration.

A good understanding toward the importance of reading can be achieved by well organized and effective campaign. To plant an understanding in a generation's minds is not an easy job. It needs a hard work from all components of the nation, especially the government. A serious campaign which is organized by the central and local government can help common people wake up and stand to face the real competition. The campaign can be done through various kinds of

mass media such as TV, radio, booklets, bulletins, newspapers, magazines. It can also be conducted by teachers, parents and all people who care.

Therefore, a nation-wide effective campaign of the importance of reading by all components of the nation should be done, facilitated by the government, to face the tighter competition. The world has forced globalization. Those people with little knowledge will be left behind. To speed up the better change in this country, a good reading habit is really important.

(Source: Maezun, 2011)

B. Answer the following questions based on the text above

1. How is reading habit among Indonesians?
2. Why is the knowledge needed to improve the quality of human's life?
3. Mention the importance of reading!
4. What is reading important for?
5. What can you get from reading some books?
6. What will motivate you to read some books?
7. Why can technology transformation from other countries only be done by reading a lot various sources of literature?
8. What will people be/do if they realize the importance of reading?
9. How can the campaign of the importance of reading be done?
10. What will the businessman do if he gets latest information or news?
11. Where can people like reading?
12. Why can a good understanding toward the importance of reading be achieved by well organized and effective campaign?
13. How will you campaign people to have reading habit?
14. Why will the people with little knowledge be left behind?
15. What will you do to face the tighter competition in globalization era?

Appendix 3

INSTRUCTION OF CRITICAL THINKING TEST

A. Read the text accurately. Then, rewrite the content of the text briefly. You may make a note

B. How do you prepare for learning the text? Be ready for learning

C. Analyze the purpose and the core issue of the text

D. Explain the importance of speaking English

E. Identify and evaluate the points of the text

F. Conclude the text by your own word

The Importance of Speaking English

English nowadays has an important role in our daily life. It is the massive means of communication. Is there a strong argument which says that English will not give any benefit?

Learning to speak English well may be the best way to improve our life. It seems all the people in the world have agreed to use English to talk to each other. About 1,500,000,000 people in the world speak English while other 1,000,000,000 are still learning English.

If we can communicate in English, we can contact people from all over the world. We can talk about our ideas and opinions on internet discussion groups. We can chat with other interesting people to learn about their life and culture.

If we can communicate in English, we can travel more easily. English is spoken in more than 100 countries. If we lost, we can ask directions or ask for help. Who knows, English will save our life somewhere someday.

That is why we should make every effort possible to find somebody to speak with. Where can we find people who can speak English with us? We can find them at school, shopping mall, tourist destination, etc

Above all, don't be afraid to speak English. We must try to speak, even if we make mistakes. We cannot learn without mistakes. So, speak English as much as possible!

(Source: Utama, 2014)

Appendix 4

INSTRUCTION OF PRETEST

A. Read the text and answer the following questions

A Campaign of the Importance of Reading

Reading habit is poor among Indonesians because most people haven't realized the importance of reading.

Reading is important to transform knowledge and technology. By reading, one knows the world. He or she will understand what he doesn't see by himself or herself. The lines of the paragraphs in an article contain pieces of knowledge. The knowledge is needed to improve the quality of human's life. Technology transformation from other countries can only be done by reading a lot various sources of literature. Valuable books in libraries and bookstores will mean nothing if they are not read.

Realizing the importance of reading will make someone motivated to read. When we know that something is very important because it can give us valuable information, we will try to get or do the thing. For example, a businessman who always follows latest information or news will know what to do in his/her business. He will make a good decision to make a transaction. Most people in all developed countries have realized the importance of reading and they have good reading habits. In bus and train stations, vehicles, waiting rooms, parks, people like reading. They enjoy reading which gives them valuable knowledge and inspiration.

A good understanding toward the importance of reading can be achieved by well organized and effective campaign. To plant an understanding in a generation's minds is not an easy job. It needs a hard work from all components of the nation, especially the government. A serious campaign which is organized by the central and local government can help common people wake up and stand to face the real competition. The campaign can be done through various kinds of

mass media such as TV, radio, booklets, bulletins, newspapers, magazines. It can also be conducted by teachers, parents and all people who care.

Therefore, a nation-wide effective campaign of the importance of reading by all components of the nation should be done, facilitated by the government, to face the tighter competition. The world has forced globalization. Those people with little knowledge will be left behind. To speed up the better change in this country, a good reading habit is really important.

(Source: Maezun, 2011)

B. Answer the following questions based on the text above.

1. How is reading habit among Indonesians?
2. Why is the knowledge needed to improve the quality of human's life?
3. Mention the importance of reading.
4. What can you get from reading some books?
5. What will motivate you to read some books?
6. How can the campaign of the importance of reading be done?
7. What will the businessman do if he gets the latest information or news?
8. Why can a good understanding towards the importance of reading be achieved by well organized and effective campaign?
9. How will you campaign people to have reading habits?
10. Why will the people with little knowledge be left behind?

Appendix 5

LESSON PLANS ON THE EXPERIMENTS

LESSON PLAN

I. School   **: Islamic Private Senior High School *Sultan Agung 3* Semarang**

   Subject   **: English**

   Class/Semester **: XI / 2**

   Time Allotment **: 2 x 45 minutes (1 meeting)**

   Theme   **: Monologue (Hortatory Exposition)**

   Meeting   **: 1**

A. Standard of Competence
   Reading
  1. Comprehending the meaning of the short functional and essay formed narrative, spoof, and hortatory exposition in the context of daily life for accessing knowledge.

B. Basic Competence
  1.1 Responding the meaning and rhetoric step in essay grammatically, accurately, and fluently.

C. Indicator

Indicator	Culture and National Value
• Identifying the meaning of words from the text. • Identifying the meaning of the sentences from the text • Identifying setting in the narrative. • Identifying complication in the narrative. • Identifying events on the text. • Identifying cases on the text. • Identifying the argument given. • Identifying suggestions given. • Identifying rhetoric steps from the text. • Identifying purpose of the text.	Religious, honest, tolerant, discipline, work hard, autonomous, democratic, eager, spirit in nationality, nationalist, appreciating achievement, friendly, peace, reading a lot, caring the environment, caring people, responsible.

Entrepreneurship/Creative Economy
- Be self confident
- Orienting the assignments
- Risk taker
- Orienting the future

D. Purpose of Learning

In the end of the learning:
- Students can identify the meaning of the text
- Students can give their argument
- Students can give the suggestion

E. Materials

1st Meeting

Drugs

Drug has a great effect for human's life. It can be positive but sometimes it gives negative effect to us if we use it out of control.

There are thousands of drugs that help people. It is called medicinal drugs. For example, antibiotics and vaccines have revolutionized the treatment of infection. They can cure, slow, or prevent disease, help us to lead healthier and happier lives. But in many cases, there are harmful drugs that people take to help them feel good or have a good time which is illegal in many countries because these drugs will destroy human's body and brain. Usually, it is called by recreational drugs.

Nowadays, recreational drugs are used more than medicinal drugs in our society. It is included drugs' usage for teens. They believe that recreational drugs will help them think better, become more popular, stay more active, or become athletes. Most of them think that drugs will help them escape their problems. But as we have known well before that drugs cannot solve problems. They simply hide feelings and problems. When drugs wear off, the feelings and problems remain, or become worse.

With all the consequences of using drugs above, we should give serious consideration before using them. So, we must use them as good as possible as like what the doctors suggest in order we get a positive result than negative one (we must get medicinal drugs advantages and throw out every recreational drugs from our body). We must match it with our government, religion, and culture rules. Can it be done or not?

(Source: El Hawa, 2009)

2nd Meeting

> **Indonesian People Should Value All the Different Cultures to Promote Unity of the Nation**
>
> Indonesia is a culturally-diverse country. Many different religions and cultures from many provinces are now seen living side by side in many places. One of the biggest questions facing Indonesian today is how to deal with a culturally diverse citizenry and then promote unity. Therefore, Indonesians should appreciate differences among culture for the following reasons.
>
> Firstly, Indonesia is vulnerable to separation for its archipelago and culture diversity. Raising tolerance among people is the best way to maintain the unity among differences. Many ways or cultures of living are equally legal, even if they are not regarded as normal by some people. If a society claims to be tolerant of personal choice, then it must respect the personal choice to retain their heritage. Then, unity of the nation can be preserved.
>
> Secondly, Indonesians must recognize that every culture has different customs and beliefs. Thus, people are forbidden to make judgments of comparative value, for it is measuring something unmeasured. A plurality of nations, especially in the modern era, can allow for cultural development and cultural exchange that benefits both parties. The cross-cultural understanding among cultures makes the world a better place and preserves the unity of the nation.
>
> Lastly, raising nationalism is one way to preserve unity of the nation. It is a sense of fellow-feeling between group members. This promotes cooperation and social cohesion within the group. The sense of social cooperation makes welfare, social security and medical programs much more likely and stronger.
>
> Cultural differences are sometime a sensitive matter for people. Indonesian people must teach younger generation about the importance of the cultural identity and nationalism to promote unity of the nation.
>
> *(Source: Priyana, 2008: 170)*

3rd Meeting

School Uniform, another Good Lesson

School uniform is special clothes worn by all students of a particular school. The uniform of a school may differ from others. Why should schools use uniforms? Below are some reasons.

First of all, Notre Dame's Department of Sociology produced a study in 1998 concerning school uniforms. Their findings using 10th grade students showed that uniforms have no direct effect on "substance abuse, behavioral problems or attendance." It also claimed a negative effect on student achievements for those students considered 'pro-school'.

Secondly, uniform helps to create a strong sense school ethos and a sense of belonging to a particular community. As such it promotes discipline and helps to drive up academic standards, which is why a uniform is often adopted by schools which are being reopened with a fresh start after being classified as failing.

Finally, uniform acts as a social leveler, under which all students are equal in the eyes of the school and of each other. In institutions without uniform students are often competitive and worry endlessly about their appearance and the clothes they should wear. Pupils without expensive designer clothes and trainers may be singled out as social outcasts, or stigmatized as being from poor backgrounds. For these reasons many parents prefer uniforms as they save them money on buying clothes for school wear.

Considering the findings, schools should implement the uniform as their identity. The government should also publish some kind of rule which makes uniform compulsory for schools.

(Source: Priyana, 2008: 194)

F. Teaching Strategy

Question-Answer Relationship Strategy

G. Activities

1st Meeting
1. Pre-Teaching
   a.   The teacher greets students.
   b.   The teacher checks attendance list.
   c.   The teacher asks students related to the topic of learning.

2. Whilst-Teaching
   a. The teacher introduces Question-Answer Relationship strategy to the students through the chart of the strategy to the students.
   b. The teacher explains the definition of hortatory exposition text.
   c. The teacher gives students the text of hortatory exposition including the questions related to Question-Answer Relationship strategy. They do skimming and scanning activity. Then, they are asked to identify the types of QAR questions and read the text carefully.
   d. The teacher has students work individually to answer the questions from the text.
   e. The teacher shares the answers with the students.

3. Post-Teaching
   a. The teacher gives feedback to the students.
   b. The teacher motivates the students in their learning.

2nd Meeting
1. Pre-Teaching
   a. The teacher greets students.
   b.   The teacher checks attendance list.
   c.   The teacher asks students related to the topic of learning.

2. Whilst-Teaching
   a. The teacher explains the elements of hortatory exposition text.
   b. The teacher gives students the text of hortatory exposition including the questions related to Question-Answer Relationship strategy. They do skimming and scanning activity. Then, they are asked to identify the types of QAR questions and read the text carefully.

    c. The teacher has students work individually to answer the questions from the text.

    d. The teacher shares the answers with the students.

3. Post-Teaching

    a. The teacher gives feedback to the students.

    b. The teacher motivates the students in their learning.

3ʳᵈ Meeting

1. Pre-Teaching

    a. The teacher greets students.

    b. The teacher checks attendance list.

    c. The teacher asks students related to the topic of learning.

1. Whilst-Teaching

    a. The teacher explains the linguistic features of hortatory exposition text.

    b. The teacher gives students the text of hortatory exposition including the questions related to Question-Answer Relationship strategy. They do skimming and scanning activity. Then, they are asked to identify the types of QAR questions and read the text carefully.

    c. The teacher has students work individually to answer the questions from the text.

    d. The teacher shares the answers with the students.

2. Post-Teaching

    a. The teacher gives feedback to the students.

    b. The teacher motivates the students in their learning.

H. Source of Teaching

INTERLANGUAGE: English for Senior High School Students XI Science and Social Study Programme

I. Teaching Media

- Whiteboard
- Board marker
- Laptop
- LCD Projector

J. Evaluation

Reading Comprehension Test

K. Instrument of the Test

1st Meeting

Drugs

Drug has a great effect for human's life. It can be positive but sometimes it gives negative effect to us if we use it out of control.

There are thousands of drugs that help people. It is called medicinal drugs. For example, antibiotics and vaccines have revolutionized the treatment of infection. They can cure, slow, or prevent disease, help us to lead healthier and happier lives. But in many cases, there are harmful drugs that people take to help them feel good or have a good time which is illegal in many countries because these drugs will destroy human's body and brain. Usually, it is called by recreational drugs.

Nowadays, recreational drugs are used more than medicinal drugs in our society. It is included drugs' usage for teens. They believe that recreational drugs will help them think better, become more popular, stay more active, or become athletes. Most of them think that drugs will help them escape their problems. But as we have known well before that drugs cannot solve problems. They simply hide feelings and problems. When drugs wear off, the feelings and problems remain, or become worse.

With all the consequences of using drugs above, we should give serious consideration before using them. So, we must use them as good as possible as like what the doctors suggest in order we get a positive result than negative one (we must get medicinal drugs advantages and throw out every recreational drugs from our body). We must match it with our government, religion, and culture rules. Can it be done or not?

(Source: El Hawa, 2009)

QUESTIONS

1. What kind of drugs can help people?
2. How many kinds of the drugs mentioned on the text? What are they?
3. Why can medicinal drugs cure, slow, or prevent disease, help us to lead healthier and happier lives?
4. What do you do if you see your friends using drugs illegally?
5. What are the effects of using recreational drugs?
6. What happens when drugs wear off?
7. How is your response if your friends offer you recreational drugs?
8. Why do people think that using recreational drugs will help them escape their problems?
9. Explain how you solve your problems!
10. Why must we match the drugs usage with our government, religion, and culture rules?

2nd Meeting

Indonesian People Should Value All the Different Cultures to Promote Unity of the Nation

Indonesia is a culturally-diverse country. Many different religions and cultures from many provinces are now seen living side by side in many places. One of the biggest questions facing Indonesian today is how to deal with a culturally diverse citizenry and then promote unity. Therefore, Indonesians should appreciate differences among culture for the following reasons.

Firstly, Indonesia is vulnerable to separation for its archipelago and culture diversity. Raising tolerance among people is the best way to maintain the unity among differences. Many ways or cultures of living are equally legal, even if they are not regarded as normal by some people. If a society claims to be tolerant of personal choice, then it must respect the personal choice to retain their heritage. Then, unity of the nation can be preserved.

Secondly, Indonesians must recognize that every culture has different customs and beliefs. Thus, people are forbidden to make judgments of comparative value, for it is measuring something unmeasured. A plurality of nations, especially in the modern era, can allow for cultural development and cultural exchange that benefits both parties. The cross-cultural understanding among cultures makes the world a better place and preserves the unity of the nation.

Lastly, raising nationalism is one way to preserve unity of the nation. It is a sense of fellow-feeling between group members. This promotes cooperation and social cohesion within the group. The sense of social cooperation makes welfare, social security and medical programs much more likely and stronger.

Cultural differences are sometime a sensitive matter for people. Indonesian people must teach younger generation about the importance of the cultural identity and nationalism to promote unity of the nation.

(Source: Priyana, 2008: 170)

QUESTIONS

1. What is one of the biggest questions facing Indonesian today?
2. How do you appreciate differences among culture in Indonesia?
3. What are the reasons that Indonesians should appreciate differences among culture?
4. Why is raising tolerance among people the best way to maintain the unity among differences?
5. What will you do to preserve unity of the nation?
6. What can allow for cultural development and cultural exchange that benefits both parties?
7. Why does the cross-cultural understanding among cultures make the world a better place?
8. What are the benefits of raising nationalism?
9. Why must Indonesian people teach younger generation about the importance of the cultural identity and nationalism to promote unity of the nation?
10. How do you campaign the importance of the cultural identity and nationalism?

3rd Meeting

School Uniform, another Good Lesson

School uniform is special clothes worn by all students of a particular school. The uniform of a school may differ from others. Why should schools use uniforms? Below are some reasons.

First of all, Notre Dame's Department of Sociology produced a study in 1998 concerning school uniforms. Their findings using 10th grade students showed that uniforms have no direct effect on "substance abuse, behavioral problems or attendance." It also claimed a negative effect on student achievements for those students considered 'pro-school'.

Secondly, uniform helps to create a strong sense school ethos and a sense of belonging to a particular community. As such it promotes discipline and helps to drive up academic standards, which is why a uniform is often adopted by schools which are being reopened with a fresh start after being classified as failing.

Finally, uniform acts as a social leveler, under which all students are equal in the eyes of the school and of each other. In institutions without uniform students are often competitive and worry endlessly about their appearance and the clothes they should wear. Pupils without expensive designer clothes and trainers may be singled out as social outcasts, or stigmatized as being from poor backgrounds. For these reasons many parents prefer uniforms as they save them money on buying clothes for school wear.

Considering the findings, schools should implement the uniform as their identity. The government should also publish some kind of rule which makes uniform compulsory for schools.

(Source: Priyana, 2008: 194)

QUESTIONS

1. What are the reasons that schools should use uniforms?
2. How do you use your school uniform?
3. What is school uniform?
4. Why does uniform help to create a strong sense school ethos and a sense of belonging to a particular community?
5. Why do students in institutions without uniform are often competitive about their appearance?
6. How do students feel in institutions without uniform?
7. What are the punishments for students who do not wear school uniform neatly?
8. How do you feel if you do not wear expensive designer clothes?
9. What should schools implement the uniform as?
10. Why should the government publish some kind of rule which makes uniform compulsory for schools?

L. Rubric of Reading Comprehension Assessment

Scale	Description
3	Demonstrates clear, unambiguous comprehension of the main and supporting ideas.
2	Demonstrates comprehension of the main idea but lacks comprehension of some supporting ideas.
1	Demonstrates only a partial comprehension of the main and supporting ideas.
0	Demonstrates no comprehension of the main and supporting ideas.

M. Scoring

$$10 \times 3 = \frac{30 \times 10}{3} = \textbf{100}$$

English Teacher,   Researcher,

Arvi Irsyadati Zulfa, S.Pd.   Haris Hamdani, S.Pd.I

LESSON PLAN

I. **School** : **Islamic Private Senior High School** *Sultan Agung 3* **Semarang**

   Subject : **English**

   Class/Semester : **XI / 2**

   Time Allotment : **2 x 45 minutes (1 meeting)**

   Theme : **Monologue (Hortatory Exposition)**

   Meeting : **1**

A. **Standard of Competence**
   Reading
   1. Comprehending the meaning of the short functional and essay formed narrative, spoof, and hortatory exposition in the context of daily life for accessing knowledge.

B. **Basic Competence**
   1.1 Responding the meaning and rhetoric step in essay grammatically, accurately, and fluently.

C. **Indicator**

Indicator	Culture and National Value
• Identifying the meaning of words from the text. • Identifying the meaning of the sentences from the text • Identifying setting in the narrative. • Identifying complication in the narrative. • Identifying events on the text. • Identifying cases on the text. • Identifying the argument given. • Identifying suggestions given. • Identifying rhetoric steps from the text. • Identifying purpose of the text.	Religious, honest, tolerant, discipline, work hard, autonomous, democratic, eager, spirit in nationality, nationalist, appreciating achievement, friendly, peace, reading a lot, caring the environment, caring people, responsible.

   Entrepreneurship/Creative Economy
   • Be self confident
   • Orienting the assignments
   • Risk taker

- Orienting the future

D. Purpose of Learning

In the end of the learning:
- Students can identify the meaning of the text
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- Students can give the suggestion

E. Material

1st Meeting

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(Source: El Hawa, 2009)

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Secondly, Indonesians must recognise that every culture has different customs and beliefs. Thus, people are forbidden to make judgments of comparative value, for it is measuring something unmeasured. A plurality of nations, especially in the modern era, can allow for cultural development and cultural exchange that benefits both parties. The cross-cultural understanding among cultures makes the world a better place and preserves the unity of the nation.

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Cultural differences are sometime a sensitive matter for people. Indonesian people must teach younger generation about the importance of the cultural identity and nationalism to promote unity of the nation.

(Source: Priyana, 2008: 170)

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Considering the findings, schools should implement the uniform as their identity. The government should also publish some kind of rule which makes uniform compulsory for schools.

(Source: Priyana, 2008: 194)

F. Teaching Strategy

Anticipation-Reaction Guide Strategy

G. Activities

1ˢᵗ Meeting
1. Pre-Teaching
    a. The teacher greets students.
    b. The teacher checks attendance list.
    c. The teacher asks students related to the topic of learning.

1. Whilst-Teaching
    a. The teacher introduces the strategy implemented to the students.
    b. The teacher explains the definition of hortatory exposition text.
    c. The students react to the statements and checked the appropriate box, agree or disagree.
    d. The students discuss their previous reaction and prepared to defend themselves.
    e. The teacher gives the text.
    f. The students do skimming and scanning activity.
    g. The students read the text.
    h. The students continue to respond their decision in the first step before reading the text.
    i. The students compare their "before" and "after" responses and discuss some changes in their critical thinking.
    j. The teacher shares the answers and opinion.

2. Post-Teaching
    a. The teacher gives feedback to the students.
    b. The teacher motivates the students in their learning.

2ⁿᵈ Meeting
1. Pre-Teaching
    a. The teacher greets students.
    b. The teacher checks attendance list.
    c. The teacher asks students related to the topic of learning.

2. Whilst-Teaching
    a. The teacher explains the elements of hortatory exposition text.

b. The students react to the statements and checked the appropriate box, agree or disagree.

c. The students discuss their previous reaction and prepared to defend themselves.

d. The teacher gives the text.

e. The students do skimming and scanning activity.

f. The students read the text.

g. The students continue to respond their decision in the first step before reading the text.

h. The students compare their "before" and "after" responses and discuss some changes in their critical thinking.

i. The teacher shares the answers and opinion.

3. Post-Teaching

a. The teacher gives feedback to the students.

b. The teacher motivates the students in their learning.

3rd Meeting

1. Pre-Teaching

a. The teacher greets students.

b. The teacher checks attendance list.

c. The teacher asks students related to the topic of learning.

2. Whilst-Teaching

a. The teacher explains the linguistic features of hortatory exposition text.

b. The students react to the statements and checked the appropriate box, agree or disagree.

c. The students discuss their previous reaction and prepared to defend themselves.

d. The teacher gives the text.

e. The students do skimming and scanning activity.

f. The students read the text.

g. The students continue to respond their decision in the first step before reading the text.

h. The students compare their "before" and "after" responses and discuss some changes in their critical thinking.

i. The teacher shares the answers and opinion.

3. Post-Teaching

a. The teacher gives feedback to the students.

b. The teacher motivates the students in their learning.

H. Source of Teaching

INTERLANGUAGE: English for Senior High School Students XI Science and Social Study Programme

I.   Teaching Media

- Whiteboard
- Board marker
- Laptop
- LCD Projector

J. Evaluation

Reading Comprehension Test

K. Instrument of the Test

1st Meeting

Drugs

Drug has a great effect for human's life. It can be positive but sometimes it gives negative effect to us if we use it out of control.

There are thousands of drugs that help people. It is called medicinal drugs. For example, antibiotics and vaccines have revolutionized the treatment of infection. They can cure, slow, or prevent disease, helping us to lead healthier and happier lives. But in many cases, there are harmful drugs that people take to help them feel good or have a good time which is illegal in many countries because these drugs will destroy human's body and brain. Usually, it is called by recreational drugs.

Nowadays, recreational drugs are used more than medicinal drugs in our society. It is included drugs' usage for teens. They believe that recreational drugs will help them think better, become more popular, stay more active, or become athletes. Most of them think that drugs will help them escape their problems. But as we have known well before that drugs cannot solve problems. They simply hide feelings and problems. When drugs wear off, the feelings and problems remain, or become worse.

With all the consequences of using drugs above, we should give serious consideration before using them. So, we must use them as good as possible as like what the doctors suggest in order we get a positive result than negative one (we must get medicinal drugs advantages and throw out every recreational drugs from our body). We must match it with our government, religion, and culture rules. Can it be done or not?

(Source: El Hawa, 2009)

Statement

Before		*After*
1.___	All kinds of drugs give positive effect to human being.	1.___
2.___	If people want to be healthy, they can consume recreational drugs.	2.___
3.___	The harmful drugs that people take to help them feel Good or have a good time which is illegal are only in Indonesia.	3.___
4.___	Nowadays, recreational drugs are more used than medicinal drugs.	4.___
5.___	Consuming recreational drugs can solve the problems of life.	5.___
6.___	Every problem has a solution.	6.___
7.___	Thinking before acting is very important in order not to be in wrong situation.	7.___
8.___	Illegal actions can solve many problems in life.	8.___
9.___	We must use drugs as good as possible as like what the doctors suggest.	9.___
10.___	We must match the usage of drugs with our government, religion, and culture rules.	10.___

2nd Meeting

Indonesian People Should Value All the Different Cultures to Promote Unity of the Nation

Indonesia is a culturally-diverse country. Many different religions and cultures from many provinces are now seen living side by side in many places. One of the biggest questions facing Indonesian today is how to deal with a culturally diverse citizenry and then promote unity. Therefore, Indonesians should appreciate differences among culture for the following reasons.

Firstly, Indonesia is vulnerable to separation for its archipelago and culture diversity. Raising tolerance among people is the best way to maintain the unity among differences. Many ways or cultures of living are equally legal, even if they are not regarded as normal by some people. If a society claims to be tolerant of personal choice, then it must respect the personal choice to retain their heritage. Then, unity of the nation can be preserved.

Secondly, Indonesians must recognise that every culture has different customs and beliefs. Thus, people are forbidden to make judgments of comparative value, for it is measuring something unmeasured. A plurality of nations, especially in the modern era, can allow for cultural development and cultural exchange that benefits both parties. The cross-cultural understanding among cultures makes the world a better place and preserves the unity of the nation.

Lastly, raising nationalism is one way to preserve unity of the nation. It is a sense of fellow-feeling between group members. This promotes cooperation and social cohesion within the group. The sense of social cooperation makes welfare, social security and medical programs much more likely and stronger.

Cultural differences are sometime a sensitive matter for people. Indonesian people must teach younger generation about the importance of the cultural identity and nationalism to promote unity of the nation.

(Source: Priyana, 2008: 170)

Statement

Before		*After*
1.___	Many different religions and cultures from many provinces are now seen living side by side in many places.	1.___
2.___	Indonesians should not appreciate differences among culture.	2.___
3.___	Indonesia is vulnerable to separation for its archipelago and culture diversity.	3.___
4.___	Raising tolerance among people is the best way to maintain the unity among differences.	4.___
5.___	Many ways or cultures of living are illegal.	5.___
6.___	Unity of the nation can be preserved by respecting one another.	6.___
7.___	Every culture has different customs and beliefs in Indonesia.	7.___
8.___	A plurality of nations can allow for cultural development and cultural exchange that benefits both parties.	8.___
9.___	Raising nationalism cannot preserve unity of the nation.	9.___
10.___	The sense of social cooperation makes welfare, social security and medical programs much more likely and	10.___

3rd Meeting

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School Uniform, another Good Lesson

School uniform is special clothes worn by all students of a particular school. The uniform of a school may differ from others. Why should schools use uniforms? Below are some reasons.

First of all, Notre Dame's Department of Sociology produced a study in 1998 concerning school uniforms. Their findings using 10th grade students showed that uniforms have no direct effect on "substance abuse, behavioral problems or attendance." It also claimed a negative effect on student achievements for those students considered 'pro-school'.

Secondly, uniform helps to create a strong sense school ethos and a sense of belonging to a particular community. As such it promotes discipline and helps to drive up academic standards, which is why a uniform is often adopted by schools which are being reopened with a fresh start after being classified as failing.

Finally, uniform acts as a social leveler, under which all students are equal in the eyes of the school and of each other. In institutions without uniform students are often competitive and worry endlessly about their appearance and the clothes they should wear. Pupils without expensive designer clothes and trainers may be singled out as social outcasts, or stigmatized as being from poor backgrounds. For these reasons many parents prefer uniforms as they save them money on buying clothes for school wear.

Considering the findings, schools should implement the uniform as their identity. The government should also publish some kind of rule which makes uniform compulsory for schools.

(Source: Priyana, 2008: 194)

Statement

Before		*After*
1.___	School uniform is special clothes worn only by some students of a particular school.	1.___
2.___	Schools should use uniforms.	2.___
3.___	Uniform helps to create a strong sense school ethos.	3.___
4.___	Uniform promotes discipline.	4.___
5.___	Students who wear uniform are equal in the eyes of the school and of each other.	5.___
6.___	Pupils without expensive designer clothes and trainers may be singled out as social outcasts.	6.___
7.___	Many parents prefer expensive designer clothes to their children to wear at school.	7.___
8.___	Schools should not implement the uniform as their identity	8.___
9.___	The government should publish some kind of rule which makes uniform compulsory for schools.	9.___
10.___	Uniform acts as a social leveler.	10.___

</div>

L. Rubric of Reading Comprehension Assessment

Scale	Description
3	Demonstrates clear, unambiguous comprehension of the main and supporting ideas.
2	Demonstrates comprehension of the main idea but lacks comprehension of some supporting ideas.
1	Demonstrates only a partial comprehension of the main and supporting ideas.
0	Demonstrates no comprehension of the main and supporting ideas.

M. Scoring

$$10 \times 3 = \frac{30 \times 10}{3} = \textbf{100}$$

English Teacher,   Researcher,

Arvi Irsyadati Zulfa, S.Pd.   Haris Hamdani, S.Pd.I

Appendix 6

SYLLABUS

Nama Sekolah   **: SMA Islam Sultan Agung 3 Semarang**
Mata Pelajaran   **: Bahasa Inggris**
Kelas / Semester   **: XI / 2**

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan /Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
11. Memahami makna teks fungsional pendek dan esei berbentuk *narrative, spoof* dan *hortatory exposition* dalam konteks kehidupan	11.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima	• *Reading texts.*	Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai	• Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun,/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu	• Membaca nyaring bermakna teks *exposition* secara individu • Mendiskusikan berbagai aspek dari teks seperti isi, struktur	• Mengidentifikasi makna kata dalam teks yang dibaca. • Mengidentifikasi makna kalimat dalam teks yang dibaca. • Mengidentifikasi setting dalam sebuah	Performans Tertulis (PG dan uraian) Tugas	2x45 4x45 2x45	Developing English Competencies for Grade XI Senior High School *(SMA/MA)* Tape Kamus

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan /Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
sehari-hari untuk mengakses ilmu pengetahuan.	dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *narrative, spoof,* dan *hortatory exposition.*		prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab.	memimpin). • Orientasi ke masa depan (punya perspektif untuk masa depan).	teks, secara berkelompok • Berlatih menggunakan kalimat yang menyatakan argument dan saran.	narasi. • Mengidentifikasi komplikasi dalam sebuah cerita narasi. • Mengidentifikasi kejadian dalam teks yang dibaca. • Mengidentifikasi kasus yang dibahas dalam teks. • Mengidentifikasi argument yang diberikan. • Mengidentifikasi saran diberikan. • Mengidentifikasi langkah-langkah retorika dari teks. • Mengidentifikasi tujuan komunikasi teks dibaca.	Quiz		Kaset/CD Tape/CD Player OHP/LCD Foto/Poster Gambar Koran berbahasa Inggris Majalah internet.

Appendix 7

INSTRUCTION OF POSTTEST

A. Read the text and answer the following questions

A Campaign of the Importance of Reading

Reading habit is poor among Indonesians because most people haven't realized the importance of reading.

Reading is important to transform knowledge and technology. By reading, one knows the world. He or she will understand what he doesn't see by himself or herself. The lines of the paragraphs in an article contain pieces of knowledge. The knowledge is needed to improve the quality of human's life. Technology transformation from other countries can only be done by reading a lot various sources of literature. Valuable books in libraries and bookstores will mean nothing if they are not read.

Realizing the importance of reading will make someone motivated to read. When we know that something is very important because it can give us valuable information, we will try to get or do the thing. For example, a businessman who always follows latest information or news will know what to do in his/her business. He will make a good decision to make a transaction. Most people in all developed countries have realized the importance of reading and they have good reading habits. In bus and train stations, vehicles, waiting rooms, parks, people like reading. They enjoy reading which gives them valuable knowledge and inspiration.

A good understanding toward the importance of reading can be achieved by well organized and effective campaign. To plant an understanding in a generation's minds is not an easy job. It needs a hard work from all components of the nation, especially the government. A serious campaign which is organized by the central and local government can help common people wake up and stand to face the real competition. The campaign can be done through various kinds of

mass media such as TV, radio, booklets, bulletins, newspapers, magazines. It can also be conducted by teachers, parents and all people who care.

Therefore, a nation-wide effective campaign of the importance of reading by all components of the nation should be done, facilitated by the government, to face the tighter competition. The world has forced globalization. Those people with little knowledge will be left behind. To speed up the better change in this country, a good reading habit is really important.

(Source: Maezun, 2011)

B. Answer the following questions based on the text above.

1. How is reading habit among Indonesians?
2. Why is the knowledge needed to improve the quality of human's life?
3. Mention the importance of reading.
4. What can you get from reading some books?
5. What will motivate you to read some books?
6. How can the campaign of the importance of reading be done?
7. What will the businessman do if he gets the latest information or news?
8. Why can a good understanding towards the importance of reading be achieved by well organized and effective campaign?
9. How will you campaign people to have reading habits?
10. Why will the people with little knowledge be left behind?

Appendix 8

CRITICAL THINKING LEVEL OF CLASS *XI-IPS 1*

No.	Name	Score	Category
1	Andika Aris	73	High
2	Anderan Katon Ribowo	63	Low
3	Anita Yuliani	80	High
4	Astrina Nurihastuti	50	Low
5	Chandraini Wahyu Ningtyas	33	Low
6	Danu Andrias	53	Low
7	Didik Irawan	73	High
8	Fahmi Listianto	70	High
9	Fakhry Afroh	63	Low
10	Ina Rejeki	77	High
11	Juan Denny Saputra	53	Low
12	Katon Agusta	60	Low
13	Khusnul Walidin	60	Low
14	M. Syafrizal Cahaya G.	67	High
15	Madanius Albare	47	Low
16	Maulina Mas'uda	83	High
17	Mayangsari	90	High
18	Megawati	87	High
19	Muhamad Nahid	67	High
20	Noviarti	73	High
21	Onni Oktaviani	53	Low
22	Riana Ulfah	60	Low
23	Riski Angga Ria	47	Low
24	Sutejo Meris	77	High
25	Ulfatun Nisa	63	Low
26	Wulandari	57	Low

Appendix 9

CRITICAL THINKING LEVEL OF CLASS *XI-IPS 2*

No.	Name	Score	Category
1	Afrizal Helmi	53	Low
2	Ahmat Riyadi	50	Low
3	Aji Tri Kusuma	50	Low
4	Ali Al Ghozi	47	Low
5	Anggita Pradini H	80	High
6	Anggun Rifai	57	Low
7	Azinatur Rofi'ah	67	High
8	Bagus Budi	77	High
9	Chana Albana	60	Low
10	Deva Devinta Prastiwi	73	High
11	Dina Ayu Lestari	73	High
12	Erina Sintasari	80	High
13	Fanny Ahmad	47	Low
14	Fenita Tri Hastuti	87	High
15	Ferdinan Faresa	63	High
16	Hikmatul Ulumiyah	70	High
17	Ilham Prayogo	43	Low
18	Indah Setyowati	50	Low
19	Ira Anggraini	50	Low
20	Lutfi Fahril Bastian	77	High
21	M. Fauzi	57	Low
22	M. Ravi Nurdiansyah	50	Low
23	Nur Aini Asri Ningsih	70	High
24	Rizkynawati Chusnul	53	Low
25	Taufiq Bagus Setiawan	53	Low

Appendix 10

PRETEST AND POSTTEST SCORE OF CLASS *XI-IPS 1*

No.	Name	Score	
		Pretest	**Posttest**
1	Andika Aris	53	60
2	Anderan Katon Ribowo	43	60
3	Anita Yuliani	50	57
4	Astrina Nurihastuti	53	57
5	Chandraini Wahyu Ningtyas	47	83
6	Danu Andrias	67	67
7	Didik Irawan	27	73
8	Fahmi Listianto	30	70
9	Fakhry Afroh	60	67
10	Ina Rejeki	57	73
11	Juan Denny Saputra	30	70
12	Katon Agusta	33	63
13	Khusnul Walidin	67	73
14	M. Syafrizal Cahaya G.	33	77
15	Madanius Albare	57	60
16	Maulina Mas'uda	53	67
17	Mayangsari	70	63
18	Megawati	50	73
19	Muhamad Nahid	43	57
20	Noviarti	63	83
21	Onni Oktaviani	43	87
22	Riana Ulfah	33	77
23	Riski Angga Ria	40	70
24	Sutejo Meris	77	87
25	Ulfatun Nisa	60	70
26	Wulandari	57	93

Appendix 11

PRETEST AND POSTTEST SCORE OF CLASS *XI-IPS 2*

No.	Name	Score	
		Pretest	Posttest
1	Afrizal Helmi	43	50
2	Ahmat Riyadi	33	40
3	Aji Tri Kusuma	33	43
4	Ali Al Ghozi	30	40
5	Anggita Pradini H	43	67
6	Anggun Rifai	40	57
7	Azinatur Rofi'ah	53	57
8	Bagus Budi	30	63
9	Chana Albana	47	50
10	Deva Devinta Prastiwi	63	73
11	Dina Ayu Lestari	63	77
12	Erina Sintasari	67	83
13	Fanny Ahmad	70	57
14	Fenita Tri Hastuti	50	53
15	Ferdinan Faresa	37	70
16	Hikmatul Ulumiyah	33	67
17	Ilham Prayogo	60	40
18	Indah Setyowati	57	60
19	Ira Anggraini	57	60
20	Lutfi Fahril Bastian	73	97
21	M. Fauzi	47	67
22	M. Ravi Nurdiansyah	37	53
23	Nur Aini Asri Ningsih	57	57
24	Rizkynawati Chusnul	43	57
25	Taufiq Bagus Setiawan	47	50

Appendix 12

PRETEST AND POSTTEST SCORE OF CLASS *XI-IPS 1* SAMPLE

No.	Name	Critical Thinking Category	Score		
			Critical Thinking	Pretest	Posttest
1	M. Syafrizal Cahaya G	High	67	33	77
2	Muhamad Nahid	High	67	43	57
3	Fahmi Listianto	High	70	30	70
4	Andika Aris	High	73	53	60
5	Didik Irawan	High	73	27	73
6	Noviarti	High	73	63	83
7	Ina Rejeki	High	77	57	73
8	Sutejo Meris	High	77	77	87
9	Anita Yuliani	High	80	50	57
10	Maulina Mas'uda	High	83	53	67
11	Megawati	High	87	50	73
12	Mayangsari	High	90	70	63
13	Chandraini Wahyu N	Low	33	47	83
14	Madanius Albare	Low	47	57	60
15	Riski Angga Ria	Low	47	40	70
16	Astrina Nurihastuti	Low	50	53	57
17	Danu Andrias	Low	53	67	67
18	Juan Denny Saputra	Low	53	30	70
19	Onni Oktaviani	Low	53	43	87
20	Wulandari	Low	57	57	93
21	Katon Agusta	Low	60	33	63
22	Khusnul Walidin	Low	60	67	73
23	Riana Ulfah	Low	60	33	77
24	Andrean Katon R	Low	63	43	60
25	Fakhry Afroh	Low	63	60	67
26	Ulfatun Nisa	Low	63	60	70

Appendix 13

PRETEST AND POSTTEST SCORE OF CLASS *XI-IPS 2* SAMPLE

No.	Name	Critical Thinking Category	Score		
			Critical Thinking	Pretest	Posttest
1	Ferdinan Faresa	High	63	37	70
2	Azinatur Rofi'ah	High	67	53	57
3	Hikmatul Ulumiyah	High	70	33	67
4	Nur Aini Asri Ningsih	High	70	57	57
5	Deva Devinta Prastiwi	High	73	63	73
6	Dina Ayu Lestari	High	73	63	77
7	Bagus Budi	High	77	30	63
8	Lutfi Fahril Bastian	High	77	73	97
9	Anggita Pradini H	High	80	43	67
10	Erina Sintasari	High	80	67	83
11	Fenita Tri Hastuti	High	87	50	53
12	Ilham Prayogo	Low	43	60	40
13	Ali Al Ghozi	Low	47	30	40
14	Fanny Ahmad	Low	47	70	57
15	Ahmat Riyadi	Low	50	33	40
16	Aji Tri Kusuma	Low	50	33	43
17	Indah Setyowati	Low	50	57	60
18	Ira Anggraini	Low	50	57	60
19	M. Ravi Nurdiansyah	Low	50	37	53
20	Afrizal Helmi	Low	53	43	50
21	Rizkynawati	Low	53	43	57
22	Taufiq Bagus S	Low	53	47	50
23	Anggun Rifai	Low	57	40	57
24	M. Fauzi	Low	57	47	67
25	Chana Albana	Low	60	47	50

Appendix 14

RECOMMENDATION LETTERS OF THE RESEARCH

1. **The Thesis Guidance Decree**

2. **The Research Permit**

3. **The Letter of Conducted Research**

KEPUTUSAN
DIREKTUR PROGRAM PASCA SARJANA
UNIVERSITAS NEGERI SEMARANG
No. 1788/P/PPs/2014
tentang
PENGANGKATAN DOSEN PEMBIMBING TESIS

Dengan Rahmat Tuhan Yang Maha Esa
Direktur Program Pascasarjana Universitas Negeri Semarang

Menimbang : Bahwa untuk kelancaran pelaksanaan studi bagi mahasiswa Program Magister pada Program Pascasarjana Unnes dalam penyusunan dan pertanggungjawaban Tesis, maka dipandang perlu menetapkan keputusan tentang pengangkatan dosen pembimbing

Mengingat : 1. Peraturan Rektor Universitas Negeri Semarang Nomor 27 Tahun 2011 tentang Pedoman Akademik Program Pascasarjana Universitas Negeri Semarang
2. Keputusan Rektor Universitas Negeri Semarang
   a. Nomor 162/O/2004 tentang penyelenggaraan pendidikan di Universitas Negeri Semarang
   b. Nomor 164/O/2004 tentang pedoman umum Tugas akhir, Skripsi, Tesis, dan Disertasi bagi mahasiswa Universitas Negeri Semarang
   c. Nomor 264/P/2011 tentang Pemberhentian dan Pengangkatan Direktur Program Pascasarjana Universitas Negeri Semarang
   d. Nomor 472/P/2014 tentang Pengangkatan Direktur Program Pascasarjana Antar waktu Universitas Negeri Semarang Periode 2011-2015

MEMUTUSKAN

Menetapkan : I. Mengangkat Saudara-saudara yang namanya tercantum dibawah ini,

a. 1. Nama : Prof. Dr. Dwi Rukmini, M.Pd.
   2. N I P : 195104151976032001
   3. Jabatan : Guru Besar
   4. Pangkat/ Golru : Pembina Tk. I, IV/b
   sebagai **PEMBIMBING I (PERTAMA)**

b. 1. Nama : Dr. Rudi Hartono S.S., M.Pd.
   2. N I P : 196909072002121001
   3. Jabatan : Lektor Kepala
   4. Pangkat/ Golru : Penata Tk. I, III/d
   sebagai **PEMBIMBING II (KEDUA)**

dalam penulisan TESIS, mahasiswa:
Nama : Haris Hamdani
N I M : 0203513060
Program Studi : Pendidikan Bahasa Inggris S2

II. Menugasi Saudara-saudara tersebut di atas untuk melaksanakan bimbingan penulisan tesis sesuai Pedoman Penulisan Tesis Mahasiswa Program Strata II Program Pascasarjana Universitas Negeri Semarang.

III. Apabila pada kemudian hari ternyata terdapat kekeliruan dalam Keputusan ini akan diperbaiki sebagaimana mestinya.

Ditetapkan di Semarang
Pada tanggal 8 Desember 2014
Direktur,

Prof. Dr. Rustono
NIP. 195801271983031003

Tembusan :
1. Asisten Direktur I dan II PPs Unnes
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3. Kabag TU PPs Unnes
4. Mahasiswa yang bersangkutan

Akademik dan Kemahasiswaan Program Pascasarjana U.

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Nomor   : 2594/UN37.2/LT/2015   20 Maret 2015
Lampiran: -
H a l   : Izin penelitian

Yth. Kepala SMA Islam Sultan Agung 3 Semarang

Kami beritahukan dengan hormat bahwa mahasiswa Program Pascasarjana Universitas Negeri

Semarang :

N a m a   : Haris Hamdani

N I M   : 0203513060

Prog. Studi   : Pendidikan Bahasa Inggris S2

akan mengadakan penelitian dalam rangka penyusunan Tesis dengan judul:

"Question-Answer Relationship and Anticipation-Reaction Guide Strategies for Teaching Reading Hortatory Exposition Texts for Students With High and Low Interpretation The Case of The Eleventh Graders of SMA Islam Sultan Agung 3 Semarang in the Academic Year of 2014/2015"

Sehubungan hal tersebut di atas, kami mengharap Saudara berkenan memberi izin kepada

yang bersangkutan untuk melaksanakan kegiatan penelitian pada unit kerja yang Saudara

pimpin. Kegiatan akan dilaksanakan tanggal 23 Maret s.d. 23 Mei 2015

Atas perkenan dan kerjasama Saudara, kami sampaikan terima kasih.

a.n. Direktur
Asisten Direktur I,

Prof. Dr. rer.nat. Wahyu Hardyanto, M.Si
NIP 196011241984031002

Tembusan:
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2. Kaprodi Pendidikan Bahasa Inggris S2 PPs Unnes
3. Kabag. Tata Usaha PPs Unnes

YAYASAN BADAN WAKAF SULTAN AGUNG
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SMA ISLAM SULTAN AGUNG 3
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SURAT KETERANGAN
No. : 180/SMA Islam SULA 3/LL/V/2015

Assalamu'alaikum Wr. Wb.

Yang bertanda tangan dibawah ini :

N a m a	:	**Nur Kholis, S.Ag**
Jabatan	:	Kepala SMA Islam Sultan Agung 3 Semarang

menerangkan dengan sesungguhnya bahwa :

N a m a	:	**Haris Hamdani**
NIM	:	0203513060
Program Studi	:	Pendidikan Bahasa Inggris (S2) Universitas Negeri Semarang

Benar-benar telah melakukan penelitian dalam rangka penyusunan Tesis dengan judul :

"Question-Answer Relationship and Anticipation-Reaction Guide Strategies for Teaching Reading Hortatory Exposition Texts for Students With High and Low Interpretation The Case of The Eleventh Graders of SMA Islam Sultan Agung 3 Semarang in The Academic Year of 2014/2015"

dan dilaksanakan pada tanggal 23 Maret s.d. 23 Mei 2015.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Wassalamu'alaikum Wr. Wb.

Semarang, 25 Mei 2015
Kepala Sekolah,

Nur Kholis, S.Ag