

**THE INFLUENCE OF USING ABOUT-POINT STRATEGY TOWARD
STUDENTS' READING COMPREHENSION IN EXPLANATION
TEXT AT THE SECOND SEMESTER OF THE ELEVENTH
GRADE AT MA PLUS WALISONGO
IN THE ACADEMIC YEAR
OF 2020/2021**



Study Program : English Education

Advisor : Dr. Zulhannan, MA

Co-Advisor : Fithrah Auliya Ansar, M. Hum

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF RADEN INTAN
LAMPUNG
1442/2021**

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ABSTRACT

The aim of the research was to know whether there was influence of using about-point Strategy towards students' reading comprehension in explanation text at the second semester of the eleventh grade MA Plus Walisongo in the academic year of 2020/2021. This research applied About-point strategy and used Explanation text. The students were lazy to read, especially of reading the text. The students were not having many vocabulary. The students do not know meaning of vocabulary. They were having difficult to comprehend content of text. Because of the problems the students' reading comprehension score which shows that there were 64% of students got a score under the criteria of minimum mastery.

The methodology of this research was quasi experimental design. There were two classes, one as the experimental class that was XI MIA 1 used About-Point strategy and one class as the control class that was XI MIA 2 used Reading Aloud strategy. This research used random sampling technique, there are two classes consisted of 54 students. In collecting the data was using pre-test that gived before treatments and post-test that gived after treatments. Then the data was analyzed by using SPSS 20 to compute independent sample t-test.

From the data analysis computed by using SPSS 20, it was obtained that Sig = 0.019 and $\alpha = 0.05$. It means H_a was accepted because Sig < $\alpha = 0.05$. The data analysis, it was found that there was the influence of using about-point strategy towards students' reading comprehension in explanation text at the second semester of the eleventh grade of MA Plus Walisongo.

Keywords: About-Point strategy, Explanation Text, Quasi Experimental Design, Reading Comprehension

DECLARATION

Hereby, I state this thesis entitled “The Influence of Using About-Point Strategy Toward Students’ Reading Comprehension in Explanation Text at the Second Semester of the Eleventh Grade at MA Plus Walisongo in the Academic Year Of 2020/2021” is completely my own work, I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.



Bandar Lampung, 17 Juni 2021

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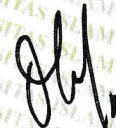
ADMISSION

A thesis entitled: **THE INFLUENCE OF USING ABOUT-POINT STRATEGY TOWARD STUDENTS' READING COMPREHENSION IN EXPLANATION TEXT AT THE SECOND SEMESTER OF THE ELEVENTH GRADE AT MA PLUS WALISONGO IN THE ACADEMIC YEAR OF 2020/2021**, by: **Nur Fitria Lestari**, NPM: 1611040176, Study Program: English Education, was tested and defended in the examination session held on: **Thursday, June 17th 2021**.

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MOTTO

أَلَا بِذِكْرِ اللَّهِ تَطْمَئِنُّ الْقُلُوبُ

“Verily in the remembrance of Allah do hearts find rest!” (q.s ar-ra’d ayat 28)¹



¹ http://theonlyquran.com/quran/Ar-Ra'd/English_Mohammed_M_Pickthall/?ayat=26

DEDICATION

This thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. My beloved parents, Mr. Suharnoto and Ms. Mutoharoh who always pray, support and guide me to be success in my study and in my life.
2. My beloved brother, M. Pandu Imbar, My beloved sisters, Putri Nur Ahfaz and Cahaya Indah Adhani, My beloved sister in law Lita Yuliawati, My beloved brother in law Eko Syahputra, My beloved Nephew, Najendra Bagja Al-damar and M Akhtar Al-Damar, My beloved niece Tanisha Eri Almahyra who always motivate me to success
3. My beloved friends, Resia Yuni Deviyanti, Suci Rahma Pratiwi, Endang Siti Rukmana, Della Citra Nandini who always support me to finish this thesis.
4. My beloved almamater, UIN Raden Intan Lampung which has contributed a lot to my development.



CURRICULUM VITAE

Nur Fitria Lestari was born in Kotabumi on January 22th, 1999. Tria is daughter of Mr. Suharnoto and Ms. Mutoharoh. She has one brother, whose names is Muhammad Pandu Imbar and two sisters whose name are Putri Nur Ahfaz and Cahaya Indah Adhani.

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First of all, praise be to Allah, the most merciful, the most beneficent, for His blessing and mercy given to me during my study and in completing this final project. Then, the best wishes and salutations be upon to the great messenger prophet Muhammad S.A.W, his family and followers.

This thesis entitled “The Influence of Using About-Point Strategy Toward Students’ Reading Comprehension in Explanation Text at the Second Semester of the Eleventh Grade at MA Plus Walisongo in the Academic Year Of 2020/2021” is submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, State Islamic University (UIN) Raden Intan Lampung. When finishing this thesis, the writer has obtained so much help, assistance, aid, support and many valuable things from various sides. Therefore, the highest appreciation is addressed to:

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Finally, this research is fully aware that there are still a lot of weaknesses in this undergraduate thesis. For this, truthfully expects suggestions from the reader to enhance the quality of the thesis.



Bandar Lampung, 17 Juni 2021
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TABLE OF CONTENTS

	Page
COVER	i
ABSTRACT	ii
DECLARATION	iii
MOTTO	iv
DEDICATION	v
CURRICULUM VITAE	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENTS	x
LIST OF TABLE	xiii
LIST OF FIGURES	xiv
LIST OF APPENDICES	xv
CHAPTER I INTRODUCTION	1
A. Background of the Problem	1
B. Identificaton of the Problem	7
C. Limitation of the Problem	7
D. Formulation of the Problem	7
E. Objectives of the Research	7
F. Uses of the Research	8
G. Scope of the Research	9
CHAPTER II REVIEW OF RELATED LITERATURE	10
A. Frame of Theory.....	10
1. Language as a Foreign Language	10
2. Concept of Reading	12
a. Definition of Reading.....	12
b. Types of Reading.....	13
3. Concept of Reading Comprehension	14
a. Definition of Reading Comprehension	14
b. The Process of Reading Comprehension.....	16
c. Indicators of Reading Comprehension	17
4. Teaching Reading Comprehension.....	18
5. Concept of Genre Text.....	20
6. Concept of ExplanationText.....	22
a. Definition of ExplanationText.....	22
b. Generic Structure of Explanation Text.....	23
c. Language Features of ExplanationText.....	23
d. Example of ExplanationText.....	24

7.	Concept of About-Point Strategy.....	25
a.	Definition of About-Point Strategy	25
b.	Procedures of About-Point Strategy.....	26
c.	About-Point Activity Sheet	29
d.	Advantages and Disadvantages of using About -Point Strategy	29
8.	Concept Reading Aloud Strategy	30
a.	Definition of Reading Aloud Strategy	30
b.	Procedures of Reading Aloud Strategy	31
c.	Advantages and Disadvantages of using Reading Aloud.....	32
B.	Frame of Thinking	33
C.	Hypothesis	33
CHAPTER III RESEARCH METHODOLOGY		36
A.	Research Design	36
B.	Variable of the research.....	37
C.	Operational Definition of Variable.....	38
D.	Population, Sample, and Sampling Technique.....	39
E.	Data Collecting Technique	41
F.	Research Instrument	41
G.	Research Procedure	46
H.	Scoring System	49
I.	Try Out	49
J.	Validity and Reliability.....	50
K.	Data Analysis	54
CHAPTER IV RESULT AND DISCUSSION.....		57
A.	Research Procedure.....	57
B.	Result of the Research.....	58
1.	Result of Pre-test in Experimental Class.....	58
2.	Result of Pre-test in Control Class.....	60
3.	Result of Post-test in Experimental Class	61
4.	Result of Post-test in Control Class	62
C.	Data Analysis	64
1.	The Result of Normality Test	64
2.	Result of Homogeneity Test	66
3.	Result of Hypothetical Test	67
D.	Discussion	68

CHAPTER V CONCLUSION AND SUGGESTION	73
A. Conclusion	73
B. Suggestion	74
1. For the Teacher	74
2. For the Students	74
3. For Further Researcher	75
REFERENCES.....	76
APPENDICES.....	79



LIST OF TABLES

Table	Page
1. The Score of students' Reading Comprehension of the eleventh grade at the MA Plus Walisongo	3
2. Research Design of Pre Test and Post Test.....	36
3. The Number of The Students at the Second Semester of the eleventh Grade.....	38
4. The Instrument Try Out Test for Pre Test before Validity	42
5. The Instrument Try Out Test for Post Test before Validity	42
6. The Specification of Test for Pre-Test After Validity	43
7. The Specification of Test for Post-Test After Validity.....	44
8. The Result Normality Test of the Experimental Class and Control Class	64
9. Test of Homogeneity of Variance	65
10. Test of Hypothetical Test.....	6



LIST OF FIGURES

Figure	Page
1. Graph of the Result of the Pre-test in Experimental Class	58
2. Graph of the Result of the Pre-test in Control Class	59
3. Graph of the Result of the Post-test in Experimental Class	60
4. Graph of the Result of the Post-test in Control Class	62



LIST OF APPENDICES

Appendix	Page
Appendix 1. The Result of an Interview for English Teacher	80
Appendix 2. The Result of an Interview for Students.....	82
Appendix 3. The Score of students' Reading Comprehension of the eleventh grade at the MA Plus Walisongo	86
Appendix 4. Table Specification of Try Out Test for Pre-test and Post-test Instrument before Validity.....	89
Appendix 5. Validation Form of Pre-Test.....	90
Appendix 6. Validation Form of Post-Test.....	92
Appendix 7. Try Out Test For Pre-Test	94
Appendix 8. Try Out Test For Pre-Test	104
Appendix 9. Result Validity of Pre-test	116
Appendix 10. Test Item for Pre-test.....	117
Appendix 11. Result Validity of Post-test.....	126
Appendix 12. Test Item for Post-test.....	127
Appendix 13. Answer Sheet.....	136
Appendix 14. Syllabus of The Eleventh Grade of MA Plus Walisongo.....	137
Appendix 15. Lesson Plan in Experimental Class First Meeting.....	139
Appendix 16. Lesson Plan in Experimental Class Second Meeting	147
Appendix 17. Lesson Plan in Experimental Class Third Meeting	155
Appendix 18. Lesson Plan in Control Class First Meeting.....	163
Appendix 19. Lesson Plan in Control Class Second Meeting	170
Appendix 20. Lesson Plan in Control Class Third Meeting	177
Appendix 21. The Result of Pre-test in Experimental Class	184
Appendix 22. The Result of Pre-test in Control Class	185
Appendix 23. The Result of Post-test in Experimental Class	186
Appendix 24. The Result of Post-test in Control Class	187
Appendix 25. The Result of Reliability Test of Pre-test	188
Appendix 26. The Result of Reliability Test of Post-test	190
Appendix 27. List Sample of the Research	192
Appendix 28. Students' Score Pre-test and post-test Gain in Experimental Class	194
Appendix 29. Students' Score Pre-test and post-test Gain in Control class.....	195

CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is activity of getting information from a text source. The readers have a lot of information, and they should find many kinds of information sources that are written. Reading can also help readers to know the simple information to the more complex one. It is supported by Burt et. al said that reading is essentially the process of getting information from written language.¹

Based on theory from Harmer “Reading is useful for language acquisition”.² It means that through reading we can increase vocabulary and get a lot of knowledge about other languages. However, students sometimes get difficulties to read text and understand about English text. According to Harmer “Provided that students more or less understand what they read, the more they read, the better they get at it”. Reading also has a positive effect on students vocabulary knowledge, on their spelling and on their writing.³

Reading is considered as one of important skills, which to be learnt. It is the most important skill for a lot of learners to be mastered in order to ensure


¹ Miriam Burt, Joy Kreeft Peyton, Rebecca Adams, *Reading and Adult English Language Learners A Review of the Research* (Washington, DC: Center for Applied Linguistics, 2003), p. 33.

² Jeremy Harmer, *How to Teach English*, (China: Longman Pearson,2007),p.99

³ *Ibid*

success not only in learning English, but also in any content class when reading in English is required. Reading is also important skill that should be mastered besides listening, writing, and speaking. It is supported by Johnson said in his book that reading is a constantly developing skill.⁴

Based on the opinion above it can be concluded that reading is very important skill that learners must have. Reading is a complex process to deliver the message or information. Reading will be able to increase readers knowledge, From reading readers can get the information and can get new knowledge.



Before researching MA Plus Walisongo, the researcher asked the headmaster for permission. In connection with the prevention of COVID 19, the school allowed the research. Based on the preliminary research that was conducted on January 28th 2021 of MA Plus Walisongo. The result of interviewed with Mrs Riska Yulianti, S.Pd as a English teacher there, She said that eleventh grade students have difficulty to learn reading. The students were lazy to read, especially of reading the text. It is because text in English is long. The students were not having many vocabulary. They do not know meaning of vocabulary then the students difficult to comprehend content of text. It is supported by Klingner et.al said in their book that “Some students get lost in their reading and enter new worlds, build knowledge, and improve vocabulary,

⁴ Andrew P. Johnson, *Teaching Reading and Writing A Guide Book for Tutoring and Remediating Students* (United Kingdom: The Rowman & Littlefield Publishing Group, 2008), p.4

whereas others find reading a constant struggle that rarely nets comprehension".⁵

Table 1

**The Students' Reading Score of the Eleventh Grade MA Plus
Walisongo in the Academic Year of 2020/2021**

No	Students Score	Number of Students'	Percentage
1	≥ 75	30	36 %
2	<75	53	64 %
<i>Total</i>		83	100 %

Source : The data from English Teacher of MA Plus Walisongo

Based on the data in Table 1, there were 30 students out of students who pass the the test based on criteria of minimum mastery (KKM) and 53 students failed. In this case, the students' score of KKM in MA Plus Walisongo is 75 and there were many students who got the score under the KKM. It is found that the total number of students who got difficulty in reading comprehension was 53. It means that students who got difficulty in reading comprehension were 64%.

After was conducted an interviewed with teacher, then interviewed the students too for knowing their opinion about reading comprehension. The researcher interviewed the students of eleventh grade at MA Plus Walisongo. Many students were poor in comprehending the text from any reading material because they do not know the meaning of some words and they were having not many vocabulary. Once the students were not understand the meaning of

⁵ Janette K. Klingner, Sharon Vaughn, Alison Boardma, *Teaching Reading Comperhension to Students with Learning Difficulties* (New York : The Guilford Press, 2007), p. 2.

the word then student not also understand the content of the text. The teacher in teaching was practiced how the words pronounce, then the students followed the teacher, next the students with the teacher translating the words until the students understand what they read. cause of the problem was the teacher just using reading aloud strategy to teach reading. This teaching has weakness such as just focus on spelling the words, translation the words and how the students pronounce the words, while in teaching reading comprehension, there were some aspects, they are main idea, expression/idioms/phrases in context, inference, grammatical features, detail, excluding facts not written, supporting idea and vocabulary in context that must be comprehend by the students. So this strategy effective in teaching reading. Therefore, in this research use About-point strategy to help student's problem in reading comprehension especially explanation text.

About-point strategy is a tool to enhance comprehension for silent reading.⁶ This strategy helps teacher to make situation in learning process to be effective with managable amounts of the text and tecahes students to identify both the content matter and the point of the information, while at the same time stimulating recall and students are easy to answer question in reading text. this strategy can help the teachers and students to understanding about text in reading.

⁶ Margaret Bouchard, *Comprehension Strategies for English Language Learners* (USA: Scholastic Inc, 2005), p. 31

There were some researcher related to About-Point strategy, that have been conducted. The previous research has been applied by Nurlaili who studied (The Effect of Using About/Point Strategy on Reading Comprehension in Hortatory Exposition Text)⁷. she found that by using About/Point Strategy she found the results of this study are based on research finding, it was found that there was a significant effect of using About/point strategy on reading comprehension of the second year students at MA Nurul Hidayah Bantan Tua Bengkalis Regency. So, it can be concluded that About/point strategy can help the students understand the text and also can improve students reading comprehension. It means that About-point strategy has positive effect on students' reading comprehension of the second year students at MA Nurul Hidayah Bantan Tua Bengkalis Regency.

Another research has been applied by Whendy Dwi Januar Indah Pratiwi who studied (The Use of About-Point strategy to Improve the Hortatory exposition Text Reading Skil)⁸. she found that The use of About-Point strategy can increase the learning motivation in the hortatory exposition reading skill of the eleventh graders of SMA Muhammadiyah 1 Kota Magelang in the school year 2018/2019. The students had better motivation like more paid attention, more interest, and more participation onto read the hortatory exposition text in

⁷ Nurlaili, "The Effect of Using About/Point Strategy on Reading Comprehension in Hortatory Exposition Text".

⁸ Whendy Dwi Januar Indah Pratiwi, "About-Point strategy to Improve the Hortatory exposition Text Reading Skil"

learning process. In the Pre-Cycle, the students' motivation with the total improvement from Pre-Cycle to Cycle II is 36.8%.

All previous studies have shown that About-Point strategy has a positive impact on students' Reading Comprehension. Learning to use the About-Point strategy has many benefits for improving student reading comprehension, but a number of research studies were related to learning to use About-Point strategy to look for effects to see if there were significant differences in student reading achievement and what are the most important influential aspects in improve student comprehension. Therefore, this study seeks to investigate how reading instructions use About-Point strategy and the influence of students in understanding what they read. This strategy can help uncover problems in this study and previous research.

In two previous researches, About-Point Strategy has been used to students in reading comprehension in hortatory exposition text. In this research, the researcher wants to know the use of About-Point strategy towards students' reading comprehension in explanation text because explanation is one of type text in english and explanation text is one of informational text.

Finally, the researcher proposed a research entitle "The Influence of Using About Point Strategy Toward Students' Reading Comprehension in Explanation Text at the Second Semester of the Eleventh Grade at MA Plus Walisongo in the Academic Year of 2020/2021".

B. Identification of the Problem

Based on the background of the problem, the researcher identifies that the problem as follows:

1. The students were lazy to read, especially of reading the text because text in English is long.
2. The students were not having many vocabulary.
3. The students do not know meaning of vocabulary
4. The students were difficult to comprehend content of text.

C. Limitation of the Problem

From the identification of the problem, the researcher focuses on using the influence of using About-Point strategy towards students' reading comprehension in explanation text at the Second Semester of the eleventh grade at MA Plus Walisongo in the academic year of 2020/2021.

D. Formulation of the Problem

Is there any Influence of using about point strategy towards reading comprehension in explanation text at the second semester of the eleventh grade at MA Plus Walisongo in the academic year of 2020/2021?

E. Objectives of the Problem

The objective of the research was to know whether there is or not any influence of using About-Point strategy towards students' reading comprehension in explanation text.

F. Uses of the Research

The uses of the research will be as follows:

1. Theoretically

The result of the research will be contributed as a useful reference for future experimental research with similar interest, especially on About-Point Strategy and students' reading comprehension in explanation text problem of the reading comprehension.

2. Practically

a. Teacher

1) To gave information to English teacher about the influence of using About-Point strategy towards students' reading comprehension in explanation text

2) To gave description to English teacher about how to apply Class About-Point strategy.

3) As the comparison of strategy and About-Point strategy in order to knew the influence strategy to teaching reading comprehension on explanation text.

b. Students

From this research, the writer hoped that the result will be useful for the students in order that helped their difficulties in reading comprehension ability especially in descriptive texts by using About-

Point Strategy and get experience about how to learned reading comprehension by using this strategy.

G. Scope of the Research

The scope of the research as follows:

1. Research Subject

The research subject was the students of the eleventh grade at MA Plus Walisongo.

2. Research Object

The research objects was the influence of About-Point strategy in explanation text and students' reading comprehension.

3. Research Place

The research was conducted at MA Plus Walisongo.

4. Research Time

The research was conducted at the second semester of eleventh grade in the academic year of 2020/2021.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research that was carried out at Plus Walisongo in academic year of 2020/2021, the researcher might draw conclusions as follows: There was significant influence of using about-point strategy towards students' reading comprehension in explanation text at the second semester of the eleventh grade of MA Plus Walisongo in the academic year of 2020/2021. Because by seeing the result of the data calculation in the previous chapter where null hypothesis (H_0) was rejected, and alternative hypothesis (H_a) was accepted, it means that the researcher assumption was true, by using about-point strategy can give a significant influence towards students' reading comprehension in explanation text. It was supported by the scores achieved by the students in which they got high scores after the researcher gave the treatment "About-Point strategy" as a strategy in learning reading. T-test formula shows the result obtained that the value of significant generated Sig (Pvalue)= 0.019 < α = 0.05. it can be proved from the hypothesis test. In the hypothesis test, H_a was accepted and H_0 was rejected. In other words, About-Point strategy had a significant influence towards students' reading comprehension in explanation text at the the second semester of the eleventh grade of MA Plus Walisongo in the academic year of 2020/2021. In this research, the students' reading comprehension improved after being taught by

using about-point strategy. This shows that the increased science and insight gained by students.

B. Suggestion

Based on the result of this research and the advantages of about-point in teaching reading English to the eleventh grade of MA Plus Walisongo in the academic year of 2020/2021, the suggestions were proposed as followed:

1. For the Teacher

- a. The teacher should choose a great strategy in teaching English especially in reading in order that the students can more participate fully in the class and understand the material that is delivered by the teacher.
- b. The teacher should encourage the students to be actively participating and enthusiastically in the teaching and learning process.
- c. The teacher should use the texts which familiar to the students. In this case, the students will not have difficulties in understanding the text, so they can discuss with their friends well.

2. For the Students

- a. The students are suggested to improve their reading comprehension. Because reading comprehension is a part of learning English better.
- b. The students are suggested to improve their vocabularies mastery in order to get success in understanding reading texts.
- c. The students have practice reading especially reading comprehension on explanation text.

- d. The students should be more focused when doing a reading activity. Never give up in study English and practice English as much as possible.

3. For Further Researcher

- a. It is recommended to choose the right material when teaching in class, so that learning objectives can be achieved.
- b. It is suggested that interesting in conducting similar studies must understand the problem in depth for better research, and help students to solve their problems in reading comprehension.



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