

**The use of selection and organization strategies to improve second-grade students' reading comprehension of exposition text at SMAN 1 Kebun Tebu**

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**ABSTRACT**

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

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

**I. INTRODUCTION**

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

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

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

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

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

However, if students are reading to learn, they need to use effective strategies that is selection and organization strategies. The reason why the researcher use selection and organization strategies because students' ability to select and organize the most important information in a text may keep them from becoming bogged down by less important details. Being able to identify the structure of a text is a helpful precursor to this objective because students learn that the important information is based on the text's structural elements (the problem and solution in a problem and solution passage or the similarities and differences in a compare and contrast passage). We present strategies first for selecting and then for organizing information from passages. According to Shanahan (2010). The choice of text can help the success of a reading lesson. Because students have such different needs, there is no such thing as "one size fits all" when selecting a text for teaching reading comprehension. Additionally, selecting texts that align with student interest and background knowledge may also increase their motivation to persevere in comprehending a more challenging text. Exposition text can also be challenging because its structure is different from the typical story structure familiar to students. From the text mentioned, the writer decides to study about exposition text because of some reasons. Firstly, the writer knows that exposition is one of text types which are unfamiliar for the students. It is for the first time for the students to learn exposition text in this grade of school. It means the students never learn about this text in the previous level of school before. Obviously, the students face something new in learning this text. Secondly, exposition text is one of the text types which are mostly found in their real life. Unconsciously, the students will face with these types of text such as in the magazines, newspapers, tabloids, and news in their daily life. For this purpose, the organization of exposition text becomes an essential variable in students' understanding and remembering. Students need to understand how topics and supporting information relating to each other. Based on the syllabus, students of class XI SMA in even semesters must study a exposition text.

## II. METHODS

This research was quantitative research by using One-Group Pretest-Posttest design. The research was intended to find out whether there is any significant improvement on students' reading comprehension of analytical exposition text after the use selection and organization strategies. and to know improves reading comprehension of analytical exposition text after the use of selection and

organization strategies. The population of the research was the second grade students of SMAN 1 KEBUN TEBU . With the sample of this research was XII IIS 3 which consists of 36 students. The sample was chosen by using cluster random sampling. To figure out whether the objectives of the research has been achieved or not, the researcher used reading comprehension test. The reading comprehension test was divided into pre-test and post-test . Pre-test was conducted to measure the students' ability in comprehendin the text before treatment . Meanwile , posstest was conducted in order to find out how far students improvement in reading comprehension after the use selection and organization strategies. as the research instrument. The test were measured by using repeated measuret-test . The data were analyzed by using Paired Sample T-test.

### III. RESULTS AND DISCUSSIONS

#### Result

The researcher conducted the pre-test and the post-test in order to find out whether there is any significant improvement on students' reading comprehension of analytical exposition text after the use of selection and organization strategies.

**Table 1. Result of the Pretest Statistics**

Statistics		
N	Valid	36
	Missing	0
Mean		61.22
Std. Error of Mean		1.130
Median		60.00
Minimum		52
Maximum		76
Sum		2204
Percentiles	25	56.00
	50	60.00
	75	66.00

The table shows the total score of the pre-test was 2204, the mean of pre-test was 61.22, the maximum was 76 and the minimum score was 52.

**Table 2. Result of the Posttest Statistics**

Statistics		
N	Valid	36
	Missing	0
Mean		70.61
Std. Error of Mean		.843
Median		70.00
Minimum		60
Maximum		82
Sum		2242
Percentiles	25	66.50
	50	70.00
	75	74.00

The total of the students' posttest was 2542. The mean of the posttest was 70.67; the highest score was 82; the lowest score was 60.

**Table 3. Students' Reading Achievements in the Pretest and the Posttest**

No	Students' Score	Pretest		Students' Score		Posttest	
		Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
1	51-60	20	55,55	51-60	-	-	
2	61-70	13	36,11	61-70	20	55,56	
3	71-80	3	8,34	71-80	15	41,67	
4	81-90	-	0	81-90	1	2,77	
	<b>Total</b>	36	100%	<b>Total</b>	36	100%	

Based on the table above, it showed that there is a significant effect on students' reading comprehension achievements and an improvement pattern of the groups in the posttest, which improved compared to the pretest. According to the same table, it can be seen that 20 students got a score ranging between 51-60 in the pretest. On the contrary, no students are getting a score in the range of 51-60 in the posttest. Concurrently, the second group has 13 students ranging from 61-70 in the pretest. Same as a pretest, there are 20 students ranging from 61-70 in the posttest. Thereupon, the third group has three students who get scores between 71-80 in the pretest, while 15 students get scores from 71-80 in the posttest. The last group has none of the students who get scores ranging from 81-90 in the pretest. On the posttest, one student ranging 81-90. As a result, there is a significant effect on students' reading achievement in reading the analytical exposition after being taught Selection and Organization strategies.

**Table 4. Analysis of the Hypothesis Testing**

**Paired Samples Statistics**

	Mean	N	Std. Deviation	Std. Error
				Mean
Pair 1 Pretest	61.22	36	6.783	.843
Posttest	70.61	36	5.056	1.130

**Paired Sample Test**

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest Posttest	9.389	5.510	.918	7.525	11.253	4 10.22	35	.000

The table above shows that the t-value is 10.224 compared with the t-table (2.030). H1 is accepted while the sig.2 tailed was .000. It means that H0 is rejected since  $.000 < 0.05$ . It could be stated that there is a significant improvement in students reading comprehension.

**Table 5. The Increase of Students' Achievement of Each Aspects of Reading Comprehension**

No	Type of Content Words	Mean Score of Pre-test	Mean Score of Post-test	Gain	Percentage
1	Main Idea	26,2	26,4	0,2	1,3%
2	Specific Information	22,8	26,5	3,7	24,5%
3	Inference	23	24,9	1,9	12,6%
4	Reference	20,9	26,3	5,4	35,8%
5	Vocabulary	22	25,9	3,9	25,8%

### Discussions

Referring to the research questions, the researcher found out whether teaching by using Selection and Organization strategies can improve students' reading comprehension achievement in analytical exposition text. A further explanation is provided below.

The research results indicate increased students' reading achievement scores in experimental classes after treatment. This is in line with Clewell and Haidermos (2010) says that the organization of the text can affect comprehension and improving students understanding of content area materials. It can be seen from the following data that the students' mean scores after they were taught through selection and organization strategies improved significantly. McLaughlin and Allen (2009) states selecting strategy is used to help students how to highlight the keyword, vocabulary, and phrases to understand the reading. Therefore, there was a significant increase in students' reading comprehension achievement after they were taught through selection and organization strategies in analytical exposition text. This is in line with Bastian (2018), who also finds a more remarkable improvement. His research proved a significant difference in students' achievement in reading comprehension in the analytical exposition text before and after being taught through the technique. The result is obtained by examining the hypothesis of the research and the increase in students' average scores in the pretest and the posttest.

Furthermore, the highest result increase is finding the reference aspect, and the lowest improvement is identifying the main idea. The improvement of students' scores is caused by all the selection and Organization strategies. In reference test items, the students were asked to find out the word which has the relationship between a grammatical unit that refers to another grammatical unit, usually a pronoun or a noun as the one on the question. It refers to Pratiwi (2018) stated that references could help students to build up their knowledge about the material. Conversely, the lowest improvement is found identifying main idea. It caused of limited of students' knowledge to interpreted the meaning of word in English into Bahasa Indonesia. This is in line with Mauli (2014) who says that the students were not able to identify the main idea of the text. They had problems in length of the passage and sentence pattern.

In this research, the advantage of using Selection and Organization strategies have been identified. The strategies help the teacher encourage students to use and apply while they read. The students can aid understanding of content area materials because the strategies help them to organize information as they read, analyze the text's argument, and summarize what they have learned. This is in line with Roehling (2017), who says that teachers start out using modified passages that provide a robust model for how text should be structured. We believe that starting with well-structured passages may make it easier for students to learn the text structure strategies. Once students feel comfortable using the strategies with well-structured passages, Whereas the students lack identifying the main idea, the strategies also made them more active in the class during the learning process. In addition to this, the weakness of this research that the researcher

faced is the lack of students' reading comprehension ability. This is line with Septia (2022) said that most of the students did not understand how to analyze English texts. The students have such different needs and difficulty appropriate to the students' word- reading and reading comprehension skills. The factors affecting the reading comprehension of selected students such as background knowledge, active reading skill, and critical thinking that must work together. Thereby working together in a group encouraged the students to improve their achievements. It resulted in a higher level of learning that could be obtained individually. This happened because the students could complete the task with others than by working individually. It can be implied that the use of Selection and Organization strategies can improve all aspects of reading comprehension tremendously, especially in analytical exposition text.

#### **IV.CONCLUSION AND SUGGESTION**

##### **Conclusion**

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

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

##### **Suggestion**

The researcher would like to propose some constructive suggestions regarding the several conclusions above. Firstly the teacher, who is in the teaching and learning process, is suggested to apply Selection and Organization strategies as one of the strategies in teaching reading comprehension on analytical exposition text. The reason why the researcher chooses analytical exposition text because it is structured to facilitate the study process for prospective readers. The text contains structural elements that help guide students through their reading. The text can help students to be active learners, especially in reading comprehension as well. Moreover, implementing Selection and Organization strategies can improve students' reading achievements. Conversely, Selection and Organization strategies do not improve in a balanced result in aspects of reading. Considering the results of the student's ability, it is suggested that the students need to focus more on identifying the main idea since those aspects are pretty tricky for them in reading comprehension.

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

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