

Applying Text Features Strategy on Students' Reading Comprehension at Expository Text

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ABSTRACT

The main aim of this research was to indicate "Applying Text Features Strategy on Students' Reading Comprehension at Expository Text for the Tenth-Grade Students of SMA Swasta Harvard Medan". Participants were X MIA class and served as the experimental, while the X MIB class served as the control. The proportion of male students to female students in each of the classes was 18 to 42. There were 30 students in each of the classes. A quantitative model was developed for the purpose of this investigation. The reading comprehension test was the instrument that was used in this study. The model of random selection was utilized in the selection process for the sample. For the purposes of the data calculation, the researcher utilized SPSS 25. The conclusion drawn from the investigation was that the mean score on the posttest for the control was 77.44, while the mean score for the experimental was 82.08. It appears to indicate that the treatment had a major impact on the results. Text Features Strategy had helped the students in three different ways: it improved students' reading comprehension; it helped students determine what was most important in a topic; and it helped students quickly locate information. To put it more succinctly, it indicates that the implementation of the Text Features Strategy resulted in a notable improvement in the students' reading comprehension of expository text.

Keywords: Text Features strategy, Expository Text, Reading Comprehension

ABSTRAK

Tujuan utama dari penelitian ini adalah untuk menunjukkan "Penerapan Strategi Fitur Teks pada Pemahaman Membaca Siswa pada Teks Ekspositori untuk Siswa Kelas Sepuluh SMA Swasta Harvard Medan". Partisipan penelitian ini adalah siswa kelas X MIA yang dijadikan sebagai kelas eksperimen, sedangkan kelas X MIB dijadikan sebagai kelas kontrol. Proporsi siswa laki-laki terhadap siswa perempuan di masing-masing kelas adalah 18 hingga 42 siswa. Terdapat 30 siswa di masing-masing kelas. Sebuah model kuantitatif dikembangkan untuk tujuan penyelidikan ini. Tes pemahaman membaca adalah instrumen yang digunakan dalam penelitian ini. Model pemilihan acak digunakan dalam proses pemilihan sampel. Untuk keperluan perhitungan data, peneliti menggunakan SPSS 25. Kesimpulan yang diambil dari penyelidikan adalah bahwa skor rata-rata pada posttest untuk kontrol adalah 77,44, sedangkan skor rata-rata untuk eksperimen adalah 82,08. Tampaknya menunjukkan bahwa perlakuan telah mengindikasikan bahwa perlakuan tersebut memiliki dampak yang signifikan terhadap hasil belajar siswa. Tampaknya menunjukkan bahwa perlakuan memiliki dampak besar pada hasil. Strategi Fitur Teks telah membantu para siswa dalam tiga cara yang berbeda: meningkatkan pemahaman membaca siswa; membantu siswa menentukan apa yang paling penting dalam suatu topik; dan membantu siswa menemukan informasi dengan cepat. Secara lebih ringkas, hal ini menunjukkan bahwa penerapan Strategi Fitur Teks menghasilkan peningkatan penting dalam pemahaman membaca siswa terhadap teks ekspositori.

Kata kunci: Strategi Fitur Teks, Teks Ekspositori, Pemahaman Membaca

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1. INTRODUCTION

Reading is one of the most valuable competencies that students learn throughout the process of their education, alongside listening, speaking, and writing skills. Other vital aspects include Reading is a crucial component of the educational process because it encourages students to acquire information

from the book and add to their prior understanding. Reading tries to engage the reader's brain in a developmental activity. The students are expected to have the ability to interpret meaning from both the explicit and implicit giving us access in the text. It is essential to provide this type of engagement between the students and the text in order for the students to be able to fully comprehend what they are reading. Reading is an important skill that has a contribution to the accomplishment of the learning process. As a result, reading is an essential skill.

The researcher discovered a few difficulties that the students encountered when they tried to comprehend an English text based on the prior observation. The first current problem was that many English texts contain complicated vocabulary and grammatical rules, which made it difficult for students to understand and comprehend them. The students also started to struggle with the difficulty of trying to capture the information across sentences and paragraphs, as well as with the difficulty of relating the information that comes from the text with their own prior knowledge and experience. This was another problem that the students encountered. And finally, the failure to take an interest in reading activities on their part because they were not supported with the appropriate methodology to facilitate them in easily trying to understand what they read and taking pleasure in their reading instruction was the strongest influence. Therefore, a suitable strategy is required from the teacher in order to create an enjoyed reading activity and make the students comprehend what they have read so that the goal of reading, which is to obtain information and understanding can be achieved. Text Features Strategy is one of the strategies that can assist students get more benefit from their reading experience and enhance their overall comprehension of the texts they read.

One of the reading strategies that can enhance students' knowledge and understanding in reading activities is called the Text Features Strategy. This strategy involves examining at text features inside the textbook. Text features are various sections of the textbook that have been designed to make it simpler for the students to find information and understand it. Text features that can be found at the beginning of a textbook include small details like the title page and the table of contents. Some of the text features that can be found in the chapters of the book include headings, graphics, main idea boxes, and bolded words. On the other hand, some of the text features that can be found at the end of a textbook include glossaries and indexes. Students can learn to quickly locate information and identify what aspects of a topic are most important by paying attention to the text features that are present. For instance, the important ideas contained within a subject can be determined by examining the headings and subheadings, or by observing how the text that is bolded or coloured draws attention to important ideas, words, or phrases. In a nutshell, the text features strategy can be used to activate the background knowledge of the students, which in turn can facilitate students in developing connections to the text that they are reading, which in turn actually increases reading comprehension.

In addition, the text features strategy is a strategy that can support students in determining what they are able to comprehend about a particular topic even before they begin reading the actual text. The students can develop and implement their own explanations and participate in discussions on a variety of attributes; they also anticipate what they will read and establish a goal for their reading (Lubliner, 2001: 191-195). Students have the option to work together in small groups during this portion of the reading period in order to stave off their boredom (Ayu, 2018). It is possible for students' reading comprehension to be significantly improved through all the application of text features strategy. Expository text is one of the genres of literature where students typically find common textual information that they can recognize and use to recognize the information that is being presented, identify the main idea, as well as identify key words and concepts. As a consequence, the purpose of the text feature strategy aims to provide assistance to students in determining what they can learn about some kind of subject from text features prior to beginning to read the actual text. Students are capable of predicting what they will read and maintain a purpose for their reading as they make their predictions and discuss the various characteristic features of the text (Lubliner, 2001: 354-356). Through the implementation of the Text Features Strategy, students' students' understanding can be improved greatly. This strategy has the potential to greatly enhance students' reading comprehension through the use of text features or text elements (Ayu, 2018).

Based on the identification and observation above, the researcher was interested in conducting the research entitled: "Applying Text Features Strategy on Students' Reading Comprehension at Expository Text".

2. LITERATURE REVIEW

Reading Principle

The application of the Text Features strategic approach was the principal subject of this research, and various conceptual paradigms were implemented in order to enhance the students' understanding of the text and interest in the reading instruction. Reading is an intellectual process. Reading can have a variety of different understandings. Reading is the act of concentrating one's attention on a written text in order to get started retrieving information from a linguistic feature that has previously been written down. According to an additional definition offered by the Collins English Learner's Dictionary (2013), reading is a activity that comes from looking at and capable of understanding information. This is a very accurate characterization because reading appears to require the use of person's perception in order to recognize a number of words contained in a sentence and to give them meaning. To implementing the same rationality to each sentence is crucial in order to comprehend the whole thing. In addition to each and every definition that can be found in the dictionary, there are additionally definitions that have been made by a number of different individuals. Reading is understood as the act of looking at written material and gaining a better understanding of what has been written, as indicated by William (2013). Reading is described as a deeply insightful activity by Rohani Ariffin (1992:1) in her book called *Anthropology of Poetry for Young People*. She notes that the the majority of the time, reading is done in quietness and by themself.

Reading comprehension can be defined as the level to which an individual is able to identify a text or message, as stated by Rahmani and Sadeghi (2011). This identification arises as a result of the interaction that occurs between the written words and the ways inside which they activate existing information within the text or message. Reading comprehension is closely attributed to an individual's speed of word comprehension. When learners have difficulty understanding specific words, they allocate an inordinate number of their processing capability to trying to read individual words, which inhibits their capability to comprehend what is being read. Rahmani and Sadeghi (2011) continued by explaining that students need to learn to analyze a text for properly understanding it even before they become able to read it totally independent and acquire knowledge on comprehension. According to Ahmadi and Pourhosein (2012) and Rahmani and Sadeghi (2011), comprehension instruction involves students whether in answering questions posed by teachers or getting ready their own responses to questions posed to them, or both.

The researcher draws the following conclusion from the interpretation that was provided earlier: the mental procedures in which readers attempt to comprehend the message conveyed by the text by trying to interpret what they have already read in sequence to come up with a different idea.

Reading Function

Reading is an intellectual process. Reading can encompass a variety of different meanings. Reading is the act of choosing to focus one's recognition on a text document in order to begin trying to extract information from a linguistic message that has recently been previously written. Reading comprehension can be defined as the level to which an individual is capable of recognizing a text or message, as stated by Rahmani and Sadeghi (2011). This recognition arises as a result of the interactions that take place between the written phrases and the way for which they activate the knowledge that exists within the text or message. Reading comprehension is a mental process in which readers attempt to understand the meaning of the text by interpreting what they have read in an effort to discover a new idea that has been given by researchers.

Text Features Strategy

Students' comprehension in reading activities can be helped by the Text Feature strategy, which is one of the reading strategies. This strategy includes looking at text features in the textbook. Text features are various sections of the textbook that have been designed to make it simpler for the students to find information and comprehend it. Text features that can be found at the beginning of a textbook

include small details like the title page and the table of contents. Some of the text features that might be found in the chapters of the book include headings, graphics, main idea boxes, and bolded words. From the other hand, some of the text features that might be found at the end of a textbook comprise glossaries and indexes. Analyzing the text features of a specific subject can help you identify what features of the subject would be most substantial and support in the rapid position of information.

Strategy for the Classification of Textual Features

The following is a classification of text features strategy that can be found in Kelley and Clausen- (2010) Grace's work:

- a. The name of a text is called its title, and it is typically found on the first cover or at the early part of a part of the book.
- b. A heading or subheading is a supplementary heading that subdivide a portion of document; in some situations, it is recognized from a headline by the use of an different font color.
- c. Words that are written in a dark and thick text within the main body of the text are recognized to be bold; frequently, the glossary will also offer interpretations for these words.
- d. Within the major body of text, italics are symbolized by the font being completely biased to the right.
- e. A caption is a piece of text that is placed close to a graphic element (like a picture, map, or diagram) in order to provide an interpretation of what that element is.
- f. A Pronunciation Guide is a phonetic illustration of a word, and it is typically located in parentheses after the word has been used in the main text.
- g. Bullets are a type of listed text that is indented and aligned with the help of a dot, symbol, or dash placed in front of each idea.
- h. A sidebar is complementary text that is not the main body of text and is contained in a box, most of the time with a shaded background; it can be found at the sides, top, or bottom of a page.
- i. A photograph is a photograph taken by a camera; captions illustrate what is shown in photos. Photographs can be taken with or without captions.
- j. A drawing is a sketch that was created by hand and may or may not include a caption; captions explain what is depicted in the drawing.
- k. An inset is a miniature photograph, image, or map that is placed within or adjacent to a larger picture; insets magnify a portion of the larger picture.
- l. A cross section is a picture of such a person, place, or thing that has been cut completely in half, with the accessible half facing forward so that the entire interior can be seen. This enables the reader to see every portion of the inner surface.
- m. A cutaway depicts an image of an object with a portion of one side dissolved, so that some of the interior can be seen.
- n. a diagram is a series of pictures with captions that shows the steps, stages, or the progression of events.
- o. Labeled A picture that contains labels on lines that point to various parts is called a diagram.
- p. A map is an image with an overhead perspective that displays the geographical location of something or someone.
- q. A graph is a representation of data in the form of a diagram. Examples of graphs include bar graphs, line graphs, and pie graphs.
- r. A chart or table is a visual representation of a significant amount of information or data that has been arranged in columns and rows and given headings.
- s. A timeline is a list of events organized in a linear fashion and presented in the order in which they took place.
- t. The Table of Contents can be found at the beginning of the text and provides a list of the most important topics covered in the book along with the page number where each one can be found.
- u. The index can be found at the back of the book. It contains specific topics, events, names, and terms that are listed in alphabetical order with page numbers. The index is more specific than the table of contents.

- v. The glossary can be found at the back of the book. It is an alphabetical listing of words that are significant to the text, complete with definitions and sometimes a pronunciation guide. In most cases, the words that appear in the glossary are bolded in the main body of the text.

Expository Text

Texts that are classified as expository or informational are functions of non-fiction that also provide readers with information and facts corresponding to a particular topic. The subjects of science, history, and the social sciences occasionally make use of texts similar to these in their classroom settings. Text that provides interpretation or information; often used in nonfiction. This kind of structure is not organized around a storyline framework; rather, it is organised according to the purposes and goals of the author or by the content itself. For instance, instructional books, instruction manuals, instructional manuals, or even school textbooks. The purpose of writing that is recognised expository is to present information in a format that is interesting and informative and serves a specialized purpose.

A. METHOD

Research Design

This study utilized a statistical methodology and a true experimental design. In this study, the researcher commanded two separate classes: controlled and experimental. In the experimental class, the researcher employed the Text Features Strategy, whereas in the control class utilized the conventional teaching method. The researchers performed eight meetings for this research until he or she revealed valid data. This study's design pattern can be summarized as follows:

Table. 1 The Design Pattern of the Study

Class	Pre-test	Treatment	Post-test
Experimental	X1	✓	X2
Control	Y1	-	Y2

Research Population

All of the objects that were investigated consider up the research population. the researcher obviously needed a population in order to put it into procedure. This population refers to as the subject population, and it can consist of people, objects, or things that are able to be obtained and provide information for the researcher. The participants in this study were the students who were in the tenth grade at SMA Swasta Harvard Medan.

Research Sample

The research is focused on a portion of the population that is indicated by the sample. The term "sample" refers to a selection made from the total population that is being studied. The delegation serves as the vehicle for representing the entirety of the population. Students in the tenth grade were split up into a total of four different classes that ran concurrently: X MIA, X MIB, X MIC, and X MID. There were 119 students in total who were participated in the tenth grade. The method of random sampling was utilized by the researcher in order to collect the sample for this study. This study used two different classes as its sample. The controlled class consisted of X MIB students, while the experimental class was comprised of X MIA students.

Data

The researcher gathered the necessary information by observing students in the tenth grade at SMA Swasta Harvard Medan. There were two classes, which were designated XMIA and XMIB respectively. Each of the classes had a total of 30 students. The experimental class known as XMIA was the one that utilized the text features strategy for instruction. The class that served as the experiment's control was XMIB, which was instructed using the conventional method. The researcher then gave the test to the students in order to collect data regarding the students' levels of reading

comprehension when presented with expository text. Following receipt of the data from this study, the researcher conducted a study on it.

Table 2. Students' Scores of the Experimental Class

No	Students' Initial	Pre-Test	Post-Test	Gained Score
1	GH	80	100	20
2	FG	80	100	20
3	RT	80	100	20
4	YJ	75	100	25
5	RT	75	95	20
6	FD	75	95	20
7	FG	75	95	20
8	WE	70	95	25
9	AS	70	95	25
10	AC	70	90	20
11	VH	70	90	20
12	GF	65	90	25
13	HK	65	90	25
14	GV	65	90	25
15	CB	65	85	20
16	CY	65	85	20
17	GB	60	85	25
18	BC	60	85	25
19	WQ	60	85	25
20	CB	60	80	20
21	BV	55	80	25
22	JK	55	80	20
23	CX	55	80	20
24	VV	55	80	20
25	BF	55	75	20
26	EM	55	75	20
27	MN	50	75	20
28	BN	50	75	20
29	XC	50	70	15
30	XF	50	70	20
Total Score		1980	2675	625
Mean		66	89,16	20,83

According to the data presented in Table 2., which can be found above, the result of the average score before the test was 66. The lowest possible score was a fifty, and the highest possible score was an eighty. The treatment of text features strategy was then carried out by the author after the pre-test had been carried out. After the treatment, the next test was given, and the students' overall performance had improved, with a mean score of 89. 16, the post-test had a range of scores, with the lowest being 70 and the highest being 100. The investigation revealed that the students' scores on the post-test were higher than the students' scores on the pre-test. It indicates that there was a discernible improvement in performance between the pre-test and the post-test scores. The results of the students in the experimental class are presented in the table below, broken down by test, pre-test, and post-test respectively.

Table 3. Students' Scores of the Control Class

NO	Students' Initials	Pre-Test	Post-Test	Gained Score
1	GH	70	85	15
2	FG	70	85	11
3	RT	70	85	11
4	YJ	70	85	11
5	RT	70	85	14
6	FD	70	85	14
7	FG	65	80	14
8	WE	65	80	15
9	AS	65	80	15
10	AC	65	80	15
11	VH	65	80	12
12	GF	65	80	12
13	HK	63	75	12
14	GV	63	75	13
15	CB	63	75	13
16	CY	63	75	13
17	GB	63	75	12
18	BC	60	75	12
19	WQ	60	75	12
20	CB	60	70	12
21	BV	60	70	10
22	JK	60	70	10
23	CX	55	70	12
24	VV	55	70	11
25	BF	55	70	11
26	EM	55	78	10
27	MN	55	78	10
28	BN	50	78	10
29	XC	50	78	10

30	XF	50	78	10
Total Score		1737	2180	337
Mean		57,9	72,66	11,23

According to the information found in Table 3, the result of the pre-test was 57.90. The lowest score possible was a fifty, and the highest possible score was a seventy. Following the administration of the pre-test, the author proceeded to teach the class using the conventional method. The post-test was carried out after that was finished. The overall average score of all of the students was raised to 72.66. On the post-test, a score of 70 was the lowest possible score, while a score of 85 was the highest possible score. The discovery indicated that the students' post-test scores were higher than the students' pre-test scores; this was shown in the finding. This indicates that the increase in score from the pre-test to the post-test was not only noticeable, but also quietly significant. The results of both the pre-test and the post-test that were given to the students in the control class are summarized in the table below.

Data Hypotheses

This test was carried out to determine whether or not there was a discernible change in the outcome of the post-test following the administration of the treatment. This test of hypotheses was analyzed making use of SPSS (Statistical Package for The Social Sciences). The purpose of the testing of the hypotheses was to determine whether or not there was a significant difference in the learning outcomes of students who were instructed using the text features strategy in the experimental class as opposed to the conventional method in the control class. The data were analyzed by taking the students' average test scores from both the experimental group and the control group. The significance value, also known as alpha (α), was 5%, which is written as 0.05. The outcome of the data based on the hypotheses can be seen in the table that follows, which is 4.11.

According to the data presented in the table that is located above, the two-tailed significance point is set at,000. On the post-test, there was a discernible and significant effect on the students' level of comprehension. Since the significance level for the post-test was lower than the significance level for the pre-test (0.000 0.050) and the significance value for the post-test was lower than the significance value for the pre-test (0.000 0.050), the null hypothesis H_0 cannot be supported. Then it demonstrated that the tobs value was 12,156, and the degree of freedom (df) was 58. It can be seen on df = 58 in significance 5%, and the value of the degree significance is 2.002 based on the significance. It is possible to draw the conclusion from the data that there were significant differences in reading comprehension between the two classes that were taught by using text features strategy and those who did not use text features strategy in reading comprehension.

Table 4. Group Statistic

Students' Learning Outcomes	Class	N	Mean	Std. Deviation	Std. Error Mean
	Post-Test of Experiment by using Text Features Strategy	30	66,8333	11,55820	2,11023

	Post-Test of Control Class by using traditional method	30	64,8333	9,86839	1,80171
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It had been determined that the mean value of the experimental class from the post-test was 86,19, which was greater than the value of 72,66 obtained by the comparison group in the table of group statistics that was presented earlier. It indicated that T-test was superior to T-table in terms of significance. The conclusion is that the null hypothesis (Ho) cannot be supported. It was decided to go with the alternative hypothesis (Ha). It indicates that there was a discernible gap in the level of reading comprehension exhibited by the students in the experimental class, where the conventional method was utilized, and in the control class, where the text features strategy was implemented.

3. RESULT AND DISCUSSION

The researcher collected data from both classes that were participating. Both classes were used as research subjects. There were two classes, with X students from MIA getting involved in the control class, which followed the more traditional approach to instruction. This research's experimental consisted of X MIA students who were taught text features strategy. The researcher discovered numerous differences in the results between the pre-test and post-test scores for both classes. These differences included scores of gained score, validity, reliability, normality, homogeneity, and an independent sample T-test.

The outcome of gained score average for the experimental class was found to be greater than gained score average for the control class. (20,83 > 11,23). The results demonstrated that there were important distinctions between the two groups. The results of the mean score indicated that the mean score for the experimental group in the post-test was 86.19, which was significantly higher than the mean score for the control group in the post-test, which was 72.66. This indicates that the implementation of the text features strategy had a sizeable impact on the students' level of reading comprehension.

According to the findings of a piece of research, it was discovered that students who were taught using a strategy that focused on text features had increased their ability in reading comprehension. According to the findings of the pre-test administered before the text features strategy was implemented, the students' level of comprehension was lower. The students' reading comprehension improved after the text features strategy was implemented into their learning. Following the administration of treatment and the completion of the post-test, it was discovered that there was a significant difference between the experimental class and the control class, with the experimental class achieving a higher post-test score than the control class. According to the results of the pre-test and the post-test, the average score on the pre-test for the control group was 57.9, and the average score on the post-test was 72.66, but the average score on the pre-test for the experimental group was 66, and the average score on the post-test was 89.16. It indicates that there was a marked increase in performance in the experimental class. The findings demonstrated that using the text features strategy assisted the students in obtaining the essential information contained within the text, and that the students were able to use their own prior knowledge. The text features strategy was utilized in the process of instructing reading, which piqued the students' interest in the reading lesson and subsequently made it simpler for them to understand English expository writing. Students may find it simpler to understand the vital information presented in the text if the text is broken down into the category of text features strategy. It is possible to draw the conclusion that there was a significant difference between the two classes on reading comprehension that were taught by using text features strategy and those who did not use text features strategy in reading comprehension based on the data analysis and the testing of hypotheses. It was demonstrated that the use of text features as a strategy for teaching reading

comprehension could be effective on the reading comprehension of students when interacting with expository text.

4. CONCLUSION

Using a strategy that focused on text features had a significant impact on students' reading comprehension when it came to expository text. It is evident from the mean score of the pre-test for both classes that the mean score of the pre-test for the control class was 63.32 and the mean score of the post-test for the control class was 77.44, whereas the mean score of the pre-test for the experimental class was 68.16 and the mean score of the post-test for the experimental class was 82.08. The t-test showed that t-obs (12,156) had a significantly higher value than t-table (0,050). The significance level of the post-test was significantly lower than the significance value of the two-tailed test (0.000 0.050). It indicates that the hypothesis H0 was not accepted while the hypothesis Ha was. To put it another way, the implementation of the text features strategy had a significant impact on the students' level of reading comprehension when it came to expository text. These statistical results are backed up by observations in their respective fields. It was demonstrated through research and observations that using a strategy based on text features to teach reading comprehension to students using expository texts was more effective. This tactic helped students in a number of other ways as well, including enhancing their reading comprehension, determining what aspects of a subject matter are most meaningful, and locating information more efficiently.

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