


THE IMPACT OF INSTRUCTIONAL INTERVENTION ON STUDENTS' READING COMPREHENSION WITH ANALYTICAL EXPOSITION TEXT

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: August 10, 2023 Revised: September 12, 2023 Accepted: December 12, 2023 Published: December 31, 2024</p> <p>Keywords: Reading Comprehension Instructional Intervention Analytical Exposition text</p>	<p>This research aimed to find out the impact of instructional intervention on students' reading comprehension with analytical exposition text. The instrument of this research used a test about analytical exposition text that consisted of 20 question of multiple choice. This research used pre-experimental research that consist of pre-test, treatment and post-test. The sample of this research was class XI of SMA Muhammadiyah 2 Makassar that consisted of 20 students. The sample used a total sampling technique. The data was analyzed using SPSS 29.00. The results of this research showed that the score of pre-test was 28.5 classified as very poor categorized and post-test was 62.5 classified as fair categorized. This research also showed the value of t-test was higher than the value of t-table (T-test > T-table). The value of t-test was 13.309 and the value of t-table was 2.093. It means the null hypothesis (H0) was rejected and the alternative hypothesis (H1) was accepted. Based on the research results, the researcher concluded that the implementation of an instructional intervention was effective to improve students' reading comprehension.</p> <p style="text-align: right;"><i>This is an open access article under the CC BY-SA license.</i></p> 
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INTRODUCTION

English is a second language in Indonesia. The four fundamental language skills of speaking, listening, reading, and writing must be learned because learning a foreign language is so challenging. We employ it to comprehend the world by hearing, reading, and expressing our needs, requires, and feelings in writing and speech. More language proficiency increases our chances of understanding others, of being understood ourselves, and of getting the things we desire and need from those around us. Students must master the four abilities of hearing, speaking, reading, and writing when learning a language.

One of the four abilities that students studying English topics must possess is reading. An individual who can read will be able to gain a lot of knowledge from written sources. This statement is supported by Yulianti & Setiawan (2019), Understanding images, forms, patterns, and rhythms leads to interpretations that are then comprehended. The process of getting information through these methods is reading.

Studying basically requires high motivation to hold attention conscious and able to obtain information inside the reading textual content. In phrases of that is college students' understanding in reading is one element of the ability language that ought to be mastered via college students Senior high school (SMA). through analytical exposition text reading activities, students can actively achieve diverse statistics and recognize the correct facts reading text. Reading comprehension is needed for success in the educational process and is crucial for students. The general public of the knowledge students learn through analyzing sports and they get comes not most effective from the coaching and studying procedure in the classroom but also from reading activities outside of school. Therefore, understanding reading is important for students' knowledge acquisition and progress. Lack of interest on the part of the students in reading the material's content. Students just scan the readings provided by the teacher, failed to comprehend the actual content of the material analyzing. college students only skim with out understand the actual statistics contained inside the reading given by the teacher.

Factor it is able to be stated that the capacity reading their analytical exposition text is still low because typically the approach applied through the teacher remains conventional , and also the dearth of students motivation in collaborating in reading instructions as well as low interest in reading students. reading analytical exposition text is an information of the meaning or cause in a analyzing thru writing. In studying analytical exposition text college students must master the language or writing utilized in analyzing which he reads and is able to catch statistics or content material of the studying.

Reading is one of the most important language skills for students to develop. Students will build their own language and experience throught this cours. They obtained the information and insights they needed. 10 They were even able to learn they previously did not know. Reading is an important part of learning English. This is critical since it can assist children in obtaining information such as general knowledge and academic courses.

To help the struggling students in reading, an instructional intervention becomes one of chosen teaching strategies. The wide range of information, preparation, abilities, and attitudes that lead to effective teaching and student learning is referred to as instructional effectiveness. A complicated construct with many different aspects, behaviors, skills, and traits is instructional effectiveness. Interventions use a specific program or set of steps to target an educational need. they may be often used to allows college students who have problem with reading or math. while students are suffering with topics like reading or math, schools might also offer what is known as an educational intervention. that is greater than a chunk of “greater help” it's far a particular program or set of steps to deal with an educational need. it is every

so often known as an educational intervention. instructional interventions are installation in approaches that help track development.

The reason the researcher chose the Instructional Intervention because it is believe to be able increase the activity and learning outcomes of students' reading comprehension during learning. Instructional Intervention is very effective to improve reading comprehension.

Based on the discussion above, the researcher is interested in conducting research on "*The Impact of Instructional Intervention on Students' Reading Comprehension with Analytical Exposition Text*"

This research has problem statement that is "Does the use of Instructional Intervention affect Students' Reading Comprehension with Analytical Exposition"? The objective of the research is to find out whether of instructional intervention affect students' reading comprehension with analytical exposition text. The researcher only focusses on reading comprehension through analytical exposition text especially on the main idea and conclusion the text at eleventh grade of SMA Muhammadiyah 2 Makassar.

RESEARCH METHOD

The research being conducted is pre-experimental in nature. Pre-experimental data from study tends to employ statistical metrics in reaching findings. Farhady and Hatch (1982). This study aimed to determine whether or not using analytical exposition texts significantly improved students' reading comprehension proficiency.

The population of this research was the eleventh grade students of SMA Muhammadiyah 2 Makassar, the academic year 2022/2023. The researcher used total sampling technique to select the sample. The researcher took one class consist of 20 students as a sample. As a result, they have particular characteristics that are relevant to the study's objective.

The procedure of collecting the data, the researcher used pretest and posttest consist of 10 multiple choice questions. Each test had 6 questions about main idea and 4 questions about conclusion related to the analytical exposition text. Then, the data analyzed using SPSS 29.00.

RESULT AND DISCUSSION

The results of data found that teaching reading comprehension in analytical exposition text become effective to enhance students' reading ability in phrases of reading comprehension on the eleventh grade of SMA Muhammadiyah 2 Makassar.

The Improvement of Students Reading Comprehension

Table 1. The Improvement Students Reading Comprehension in Pre-test and Post-test

Students Reading Comprehension	Pre-test	Post-test	Improvement %
	28.5	62.5	1.19%

Based on table 1. it suggests that the students reading comprehension inside the pre-test 28.5 changed into categorized as very poor and from the post-test 62.5 it changed into categorized as fair. which means that the post-test score of college students changed into higher than the pre-test. Then, the improvement of students reading comprehension from pre-test to post-test was 1.19 %.

The results of T-test for college students' reading comprehension focus on reading comprehension as follows.

table. 2. The T-test value of students' reading comprehension

Variable	T-test	T-table	Instructional Intervention	Classification
Reading Comprehension	13.309	2.093	T-test > T-table	Significantly different

Table 2. suggests that t-test value for college students reading potential focused on reading comprehension it the t-test value changed into $13.309 > 2.093$. it supplied that the results of the t-test value in all variables and indicators had been better than t-table. It approach that there was a significant different among the consequences of the pre-test in reading comprehension. therefore, the opportunity hypothesis (H1) changed into accepted and the null hypothesis (H0) become rejected.

Based on the results, it can be concluded that students reading comprehension in Analytical Exposition text with the impact of instructional intervention was effective to improve students'

Discussion

From the result of this research, about the data that was researcher found in the impact of Instructional Intervention on students' reading comprehension with analytical exposition text. At the time of implementing this strategy, the researcher found that the Instructional Intervention was effective in improving students' comprehension of reading with analytical exposition text in particular main idea and conclusion. This is evidenced by the increased of pre-test and posttest results. The result of pretest students get an average score of 28.5 and the post-test average score is 62.5. It is because the first, the Instructional Intervention helps to enhance students comprehension of a text. It assisted the students in organizing their reading

process. The second, The advantages of the questioning process inspired the students to develop the questions they needed to research. This step helped the students to focus and create readers interest in the text. The third, It made reading more meaningful and engaging for the students. Students will take an active role in reading comprehension. the final, The students were well prepared to read the book. In order to accomplish the goals, it improved the effectiveness of the reading process. By getting aware of this in advance the students may search for and identify the most crucial information when they read for specifics. They did not waste time looking through the book to get a place to start.

The used of Instructional Intervention to improve students reading comprehension on eleventh grade students at SMA Muhammadiyah 2 Makassar. The researcher concluded that Instructional Intervention can improve students reading comprehension. This part deals with the interpretation of the findings.

The pre-test changed into conducted on February 29th 2023. the subject changed into taken from the material about Analytical exposition text. The researcher asked the students to answer the question on multiple-preference take a look at. most students located the problems to recognize the textual content. most of them gave incorrect answer in the pre-test, it confirmed their reading comprehension which were regarded in pre-test, the researcher conducted the treatment in four meetings. And on February 29th 2023, the researcher also provide the material that were provided about Analytical exposition text in the class that the researcher had created. The researcher asked the students to read the material that has been to percentage and prepares questions if there are students who do not recognize the material that has been sent.

The first meeting was on March 29 2023. At this meeting, earlier than explaining material about analytical exposition text. The researcher first gave an evaluation to students about what they knew after reading a text about analytical exposition text that were disbursed in class. The third meetings, the researcher gave an evaluation of the analytical exposition text to the students, and asked the students to decide the main idea and conclusion of the analytical exposition textual content that have been given. last meeting was on March 15 2023. on this meeting was for giving the post-test after treatment. primarily based at the row score, all of students gave proper answer for questions on analytical exposition text that focused on reading comprehension. It confirmed most of students confirmed their improvement in their fulfillment. the following explanation of the improvement:

The Classification of Students in Pre-test and Post-test Score

a. Pre-test

There were 2 (10%) the students who got fair, 3 (15%) the students who got poor and 15 (75%) the students who got very poor. From the

explanation above it can be concluded that the students' reading ability were less.

b. Post-test

There were 7 (35%) the students' who got fairly good, 2 (10%) the students who got good, 11 (55%) the student who got fair. From the table above, it can be concluded that the Students' post-test scores were higher than the students' pre-test scores.

The significant difference of t-test and t-table

Through the end result of pre-test and post-test, the end result of t-test value of the level of the large $5\% = 0.05$, degree of the freedom $(df) 20-1 = 19$ indicated that t-table value changed into 2.093 and t-test value changed into 13.309 consequently, it is able to be concluded that statistically hypothesis of H1 changed into accepted and the statistically hypothesis f H0 changed into rejected. It approaches that the implementation of teaching reading comprehension in analytical exposition text with instructional Intervention can improve the student's comprehension.

The data of this studies that there has been a significant difference of college students' reading comprehension among earlier than and after implementation of teaching reading comprehension in Analytical exposition text. It became useful for the students in senior high school who studied English as foreign language because it can enhance their comprehension in reading analytical exposition text. It additionally purposes the involvement of the students during the process.

From to the discussion above, it can be inferred that the eleventh-grade students at SMA Muhammadiyah 2 Makassar benefited from the implementation of teaching reading comprehension in analytical exposition texts with the Instructional Intervention.

CONCLUSION

After conducting the Experimental studies about enhancing college students' reading Comprehension in Analytical Exposition text with the impact of educational Intervention on research findings inside the previous chapter, the researcher concluded that teaching material about Analytical Exposition text was effective, it proved by means of the mean score of college students success before and after giving the treatment changed into 28.5 categorized as very poor become 62.5 categorized as fair. there has been extensive difference of students reading comprehension earlier than and after implementation of teaching reading comprehension in Analytical Exposition text. It could be proven by the value of t-test (13.309) was higher than t-table value (2.093).

The variety of knowledge, planning, skills, and attitudes that result in effective teaching and student learning is known as instructional effectiveness. This is why instructional

intervention was successful. Instructional effectiveness is a complex concept with numerous facets, behaviors, talents, and attributes. The benefits of the questioning process resulted the students to formulate the questions they needed to research, making the instructional intervention helpful in two ways: first, by helping to increase students' comprehension of a material. For the students, reading became more interesting and meaningful as a result. The students came ready to read the book.

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