

Developing Students' Reading Comprehension in Hortatory Exposition Text by Using Questioning Technique in SMAN 13 Medan in Academic Year 2022/2023

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Article history: received June 28, 2023; revised July 09, 2023; accepted September 20, 2023

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ABSTRACT

This study aims to determine the development, validity and effectiveness of the Developing reading comprehension material by using questioning technique at SMAN 13 Medan. This research is a research and development (R&D) using the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). The instrument used is a questionnaire for expert lecturers and students, interviews with teachers, and the results of the last test given to students. The test results from the validator through media design as a whole get valid category criteria (88,9 %) so that teaching materials can be used as teaching materials for students in the learning process. The results of the assessment of English Teaching Materials by experts on the substance of the material as a whole from the aspects that are considered to have received appropriate criteria (86,7%). so that the Teaching Materials can be used in the learning process. And the test results show that the average value of students with score 62,70 % so that they get the effective criteria.

Keywords: Reading Comprehension, Hortatory Exposition Text, Questioning Technique

I. INTRODUCTION

In the current era of globalization, people are required to compete to master as much science and technology as possible. One way to meet these demands is to read. Reading as a language skill occupies a very important position and role in the context of human life.

Learning to read in English is directed at increasing students' ability to communicate in English properly and correctly, both orally and in writing, as well as fostering an appreciation of the works of Indonesian human literature. The scope of the English subject includes

The components of language skills and literary abilities which include aspects such as listening, speaking, reading and writing. Based on these four aspects, reading ability is very important because good reading skills will support other language skills.

Efforts to improve the quality of education really need to be implemented. One of the educational components in question is learning materials. For example, English material, especially in improving reading comprehension skills when reading textbooks or other reading books. The ability of students in reading comprehension can be done through the reading process which is one of the four language skills. The ability to read comprehension does not mean memorizing word for word or sentence by sentence contained in the contents of the reading.

Reading has the meaning of making students literate in a context (Abidin et al., 2017: 160). Thus, culture Reading skills need to be developed from an early age. Reading plays an important role in the learning process at school because knowledge is acquired through reading. Reading means translating and interpreting symbols or letters in the impregnated language by readers (Faradina, 2017). Education in Indonesia refers to concepts learned for life (lifelong education). This concept implies that during life we continue to learn, and one of the efforts that can be made to learn is reading. Through reading ability, one can especially understand various concepts. Reading activities are also able to develop critical thinking skills in students (Suragangga, 2017). Various studies have been conducted to determine the interest in reading in various countries.

Reading is not an easy learning activity, many factors affect the success of reading. The level of reading readability is determined by several factors, namely:

- (1) The high quality of the reader's skills,
- (2) the high sources and forms of reading material,

(3) the level of suitability of the reading content for the reader which is associated with the reader's experience.

Referring to the factors above, that the level of reading readability is influenced by the high quality of sources and forms of reading materials, nowadays there are many forms of reading materials or books circulating in the community. A reading material will be designed in such a way that it can be understood by the reader, for example reading material will be adjusted to the age level and psychological development of the reader. In intensive reading skills to find information for discussion material, students are not easy to do reading activities just like that. To be skilled in intensive reading requires a lot of knowledge, such as vocabulary, spelling and being able to connect one sentence to another and being able to choose or determine the right reading speed so that you can understand in-depth and detailed reading content.

Based on the problem above, it can be inferred that the students' reading comprehension text especially hortatory text of SMA N 13 Medan in the academic year of 2022/2023 is categorized into low category. They consider that reading comprehension is not easy because they did not know what should they do to answer and how to make up their mind. Based on this problem the researcher will improve student reading comprehension Hortatory Exposition Text by using Questioning Technique to make the students are easier to develop their idea. Based on the statement above, the researcher will conduct a research in the form of quantitative research entitled "Development Students' Reading Comprehension Ability In Hortatory Exposition Text By Using Questioning Technique Of SMAN 13 Medan In Academic Year 2022/2023."

Considering the background of Research that has been presented above, the writer defines the problems as follows students' English reading comprehension ability has not reached the maximum level. The students do not understand the text, the main theme, the reference word, or the explicit information from the hortatory text. Also, students understand the problem but are able to answer the question and have a lack of vocabulary mastery. Students do not have effective strategies for answering questions.

Based on the problem identification above, there are several problems that students have, but the writer focuses on the student problem on how understanding Hortatory Exposition Text and make an interesting method of teaching learning process. Therefore, the writer limits the problem only on the use of Questioning Technique to Improve Students' Reading Comprehension Ability in hortatory Text of SMA N 13 Medan in Academic Year 2022/2023.

Based on the background of the study above, the researcher would like to formulate the problem as follows How is the Developing Students' Reading Comprehension Ability In Hortatory Exposition Text By Using Questioning Technique of SMAN 13 Medan In Academic Year 2022/2023?

How is the validity of Developing Students' Reading Comprehension Ability In Hortatory Exposition Text By Using Questioning Technique of SMAN 13 Medan In Academic Year 2022/2023. And how effective is the Developing Students' Reading Comprehension Ability In Hortatory Exposition Text By Using Questioning Technique of SMAN 13 Medan In Academic Year 2022/2023.

According to Tarigan in Abidin (2012: 59) reading comprehension is a type of reading to understand literary standards or norms, critical reviews, written drama and fictional patterns in an effort to gain an understanding of the text, readers use certain strategies. Meanwhile, according to Hiang et al., (2012) reading is an active and complex process and requires readers to interact with the text they read. Here, students will understand what the text is talking about, the benefits of the text, the purpose of the text, the main idea of the text and so on. With proper reading techniques, students are able to identify genre types such as analytic exposition, hortatory exposition, narrative, description, and others. Reading is one of the activities carried out by the reader to get a lot of information from the text.

Agussalim, (2016) explains that reading is a process to collect information from text. This means that without reading we will not know anything about the world. When people want to know information about villages, cities, countries, parts of the world, they have to read information from textbooks, journals, articles, newspapers and others. In this skill the reader needs to accept and try to understand written texts. This skill is also about understanding instructions through text. A writer expresses his thoughts, experiences, ideas, and feelings through written words. The reader's understanding in reading the material will be influenced by strategies and techniques.

From all these explanations, the researcher can conclude that reading is one of the language skills that must be learned by students in which English is a foreign language. This skill is very important and useful for students because in reading the text we already understand what is meant by a text purpose, what benefits we can get from the text, the main ideas and what the text is talking about. so read by understanding the meaning better.

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However, many students do not like reading texts because they are long or short texts because they do not have strategies and methods. So in reading comprehension we need a good way of reading. So that it can make us fun, enjoyable, etc. Reading that has a negative impact on them in English such as many words in English that they do not know, makes students' reading skills very weak, students have difficulty in translating or understanding English texts, and also in their reading skills they are confused by the content of the text given to them. they. so that it makes students not interested and not enthusiastic in learning English.

Nuttal in Somadayo (2011: 10) states that the purpose of reading is part of the reading comprehension process, the reader

gets a message or meaning from the text read, the message or meaning can be in the form of information, knowledge and even the expression of happy or sad messages. In addition, Anderson in Somadayo (2011: 11) states that reading comprehension has the aim of understanding the content of reading in the text. These objectives include:

- (1) Read for details and facts
- (2) Reading to get the main data
- (3) Read to get the order of the organization of the text
- (4) Read to get a conclusion
- (5) Reading to get the classification.
- (6) Read to make comparisons or contradictions.

According to Harjasujana in Somadayo (2011:13-14) readingcomprehension is an active process and not a passive process. This means that a reader must actively try to capture the contents of the reading he is reading. The process of reading is also not always synonymous with the process of remembering. Reading is not memorizing word for word or sentence - by sentence contained in the reading, what is more important in the process of reading comprehension is capturing messages, information, facts, or main ideas of readingproperly. Furthermore, the reading process can also be classified as follows:

- (1) Reading as a psychological means the ability is influenced and closely related to psychological factor
- (2) Reading as a sensory means the process starts from seeing or touching
- (3) Reading as a perceptual means this contains a social stimulus based on experience.

William in Somadayo (2011: 14) argues that until now experts still disagree in providing a truly accurate definition of reading. Even so, according to him thereis one thing that is agreed upon by reading experts, namely that the element that must be present in every reading activity is the process of understanding (understanding) because reading activities that are not accompanied by understanding are not reading activities.

Haris and Sipai in Somadayo (2011; 15) say four main aspects that affect a person's reading comprehension ability, namely:

- (1) Weak reader (poor reader)
- (2) Experience of success
- (3) Children who try with no enthusiasm
- (4) Not planning reading activities.

According to Safi'ie in Somadayo (2011,20-26) Reading comprehension is essentially a process of building an understanding of written discourse. In the process of reading like this the reader uses several types of understanding, namely Literal understanding is an understanding of what the author says or mentions in the reading text. This understanding is obtained by understandingthe meaning of words, sentences and paragraphs in the context of this readingas it is.

In this literal understanding, there is no deepening of understanding ofthe information content of the reading. To build this literal understanding, readers can use guiding questions using question words.

So, literal understanding is an understanding that is focused on the parts that are directly written in the reading, so that in practice it does not require high-level thinking skills. Questions that are appropriate at this level of understanding are, for example, questions that use the question words what, who, where, when, how, and why.

Interpretation understanding is an understanding of what is meant by the author in the reading text. This understanding is deeper than literal understanding. If in a literal understanding the reader only knows and remembers what is written in the reading, in this interpretive understanding the reader tries to find out what the author meant which was not directlystated in the reading text. To obtain this interpretive knowledge, it is necessary to have a literal understanding beforehand.

Interpretive understanding includes the following reasoning activities such as:

- (1) Draw conclusions
- (2) Make generalization
- (3) Understand caus and effect relationships
- (4) Make comparisons
- (5) Find new relationships between the facts mentioned in the reading.

Critical comprehension is reading comprehension which has a higher level than interpretive understanding. The process of critical understanding goes beyond interpretive understanding. This means that in interpretive understanding, the reasoning done by the reader is still in the scope of understanding what the author put forward, while critical understanding, in addition to understanding what the author said, the reader also provides his own personal reaction. This reaction can be in the form of assessment considerations of quality, accuracy and thoroughness, as well as whether or not what is done by the author makes sense.

Creative reading ability is the highest level of one's reading ability, meaning that the reader only grasps the explicit meaning (Reading The Lines), the meaning between the lines (Reading Between the Lines), but is also able to creatively apply the results of reading for everyday purposes.

Many factors affect reading ability, both reading problems and advanced reading (reading comprehension). According to Syafi'ie in Somadayo (2011: 27) the factors that influence the process of students' understanding of a reading is the mastery of the structure of the discourse/text of reading.

Each type of discourse has a unique structure. The structure of the discourse is built based on what is seen, heard, or felt. Understanding of reading is largely determined by the activity of the reader to gain that understanding. This means that the

understanding process does not come by itself, but requires thinking activities that occur through connecting relevant knowledge previously possessed.

Lamb & Arnol (Rahim, 2011: 16) state that the factors that can affect the reading comprehension process are

- (1) Environmental factors
- (2) Intellectual
- (3) Psychological
- (4) Physiological factors

These factors include physical health, biological considerations, and gender. Ahuja (2010: 70-71) reveals that the factors that affect reading efficiency include two things, namely internal and environmental factors.

Internal factors are factors that come from within the reader. Internal factors include listening skills, speech disabilities, reading habits, and reading goals. Environmental factors are factors that come from outside the reader. These factors include, lighting or lighting, readability of reading materials, and motivation of readers.

From the statement above, it can be concluded that in reading students are often too imaginative when they already know certain topics discussed in the reading. This makes students often interpret the meaning of the text from the point of view of their own knowledge and experience. Students also still have difficulty when faced with reading that has a high level of complexity with a writing style that is of the type of repeating ideas with special expressions and words, the style of using the main idea, and the use of words that are less familiar are also obstacles for students in Understanding a reading and can affect a person's reading comprehension is divided into two, namely, internal and external factors.

A question is any sentence which has an interrogative form or function. In classroom settings, teacher questions are defined as instructional cues or stimuli that convey to students the content elements to be learned and directions for what they are to do and how they are to do it. The present review focuses on the relationship between teachers classroom questioning behaviors and a variety of student outcomes, including achievement, retention, and level of student participation.

This means that certain other subtopics within the general area of questioning are excluded from the present analysis. It does not deal, for example, with the effects of textual questions or test questions, and it is only incidentally concerned with methods used to impart study skills, including questioning strategies, to students.

A question may be either a linguistic expression used to make a request for the information. This information may be provided with an answer. So, the question is sentence, phrase or gesture that is used to get or ask information about the topic. Questioning skills are essential to good teaching. Teachers often use questions to ensure that students are attentive and engaged, and to assess students understanding.

Teachers not only need to have a clear intent for questioning, but also need to learn how to ask the right questions. To guide students on the learning process, it is essential to question on learning outcome (content) as well as student thinking and learning processes.

When we get in front of students, we present ourselves to be the ones with all the answer, and then after we talk to the students, we start asking questions as if we do not know anything we just talked about. No wonder students get confused. As teachers, we need to come to grip with the fact that we really do not know everything, and there is no reason to assume that the students know nothing. (Ben Jhonsun: 2018).

Whereas the primary purpose of questions is to gain answers. The Purposes of question are as follows: question can help the teacher to measure how effectively pupils are learning, assisting the teacher in forward planning, question can be used to involve students in on-going class work, giving students opportunities to articulate their understanding, improving the students

“communication skills, stimulating the imagination into creative thinking, they can foster curiosity and support problemsolving also. Before starting the lesson, used the basic questioning to stimulate the student”s in order to involve them in the teaching learning activity, like when the teacher teach about hortatory text.

First of all, the teacher is better to ask some questions. Related to the topic. Then the teacher may ask the students to share their experience with their friends and discuss it together. After that, the teacher explains about Hortatory text itself. Those activities will make all the students have a guideline about the Hortatory text, so it will make the lesson more effective and interesting. Give an example first, and then give some questionings. Here, the use of basic questioning is to give a stimulus to make the student”s get an idea about the lesson that will be discussed. The teacher starts the lesson from the easiest to the most difficult one. So there is a systematic pattern that is used by the teacher.

Asking questions is natural and intuitive. Teachers ask questions from the start of the lesson until the end. Asking questions forms part of any lesson because it invites the student to think, and even within a „lecture” style lesson, rhetorical questions are used to invite silent agreement or begin the organization of ideas to present a response. Research suggests teachers ask over 400 questions a day. Teachers use questions to engage the students and sustain an „active” style to the learning. The teacher also uses questions as part of the assessment of learning in order to determine how they best structure, organize and present new learning. However, research has found that many teachers wait only for 0.9

Seconds before seeking an answer. Developing questioning approaches, requires much greater emphasis on the time provided for students to think individually, collaboratively and deeply to enable them to develop answers and to share better answers. This will improve their thinking and engagement.

One of the constructivist approaches of learning that is Questioning technique. It refers to question management for students that invites them to express their sympathetic it is expected to provide solutions by motivating students' engagement, filling up the fade memories of prior knowledge, and improving the English skills. Questioning technique turns the passive activity resulting from the lecture-based learning into active activity that fulfils a fruitful effectiveness of students in studying.

From the explanation above, concluded that questioning is a key aspect of the teaching and learning process. Questioning is crucial to the way teachers manage the class, engage student's with content, encourage participation and increase understanding. Question can be used to get the information, checking the students understanding, stimulating the students to think more, and asking the students opinion also.

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Based on (El-Koumy, 2013) In fact, understanding the contents of the text is a consequence of reading interest. One way the researchers argue that English teachers should do is by applying the pre-question and answer technique before reading the text, by applying this technique, such as asking questions related to the text to be discussed or to be read. stimulate students to be interested in reading. one of which is knowing the contents of the text to be studied and there will be an overview of the contents of the reading to be read which will make students interested in learning with reading skills so that it will improve their reading skills.

Hortatory exposition text is the type of spoken or written text that has a social function and it is intended to explain the listener or the reader that something should or should not happen or be done. Hortatory exposition is a text which represents the attempt of the writer to have addresses do something or act in certain way.

According to Siahaan & Shinoda (2008: 101), hortatory exposition text is a text functioning to persuade readers that they should do something for the benefit of others. It is the aim of hortatory text that is to persuade the reader that something should or should not be the case. In hortatory exposition text, the writer put some argumentation to strength their opinion or idea. The argument or reason is to support the opinion that usually discusses the current issue surround us which the argument based on the fact or theory.

According to Siahaan and Napitupulu (2014:42), "Hortatory Exposition has some generic structure and significance of lexicon grammatical features". The generic structure of hortatory exposition text are:

(1) Thesis

The contain of thesis is introduction to the main idea of a effect or event that will be raised or discussed

(2) Arguments

The contain of argument is the opinions of the writer that support the main idea. The more opinions the author write, the more attractive a hortatory exposition text, because readers tend to believe in an event if there are many opinions that support in it.

(3) Recommendation

Recommendation contains a recommendation or sociliation writer to the reader

This type of English text influences the reader to do something or act in a certain way. In hortatory exposition, there are some opinions about certainly things to reinforce the main ideas of the text. The main communicative purpose of the hortatory exposition is to persuade the reader or listener that something should be should not be the case.

Hortatory exposition is a type of spoken or written text that is intended to show why something should or should not be done. The main function of hortatory exposition text is to persuade the readers or listener that something should or should not be the case. To strengthen the intention, the speaker or written presents some arguments as the supporting idea. The example of hortatory exposition text below.

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

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

They enjoy reading which gives them valuable knowledge and inspiration. A good understanding toward the important of reading can be achieved by well organized and effective campaign. To plant an understanding in a generation's mind is not an easy job. It needs the hard work from all components of the national, especially the government. A serious campaign which is organized by the central and local government can help common people wake up and stand to face real competition. The campaign

can be done through various kinds of mass media such as TV, radio, booklets, bulletins, newspaper, magazines. It can also be conducted by teachers, parents, and all people who care.

Therefore, a nation-wide effective campaign of the importance of reading by all components of the nation should be done, facilitated by the government, to face the knowledge will be left in behind. To spend up better change in this country, a good reading habits is really important.

In this research have carried out searches as sources or references that have similar topics or relevance to the subject matter. There are several researches as follows.

Indira Puruhita Utami (2017) in a study entitled "THE EFFECTIVENESS OF PRE-QUESTIONING TECHNIQUE TO TEACH READING

COMPREHENSION OF NARRATIVE TEXT" researcher conclude that, Based on the result, the average score of pre-test for the experimental group was 75.78, and for the control group was 75.89. The average score of post-test for the experimental group was 84.89, and for the control group was 77.81. Based on the statistical analysis, it showed that Sig. (2-tailed) was 0.000, it meant that it was lower than 0.05.

By applying pre-questioning technique, the students are able to predict the content of the text before reading the whole text. Moreover, the students to be more active and think critically in reading, get the gist of the text, improve their reading comprehension, and build their interest and motivation. It could be concluded that Pre-questioning is an effective technique than translation technique to teach reading comprehension of narrative text.

Joan Buchanan Hill (2016) in a study entitled "Questioning techniques: A study of instructional practice" This article seeks to provide answers to these important questions through a review of the literature that begins with a study of the history of questioning, and then turns to the following topics: developing higher level thinking through questioning strategies; the role of wait time within the context of classroom climate and peer interactions; and higher order questioning strategies aligned with student achievement in reading and language arts. Although the author's frame of reference for how these issues play out is within the context of a school where students' ability to articulate understanding and their own point of view is purposefully promoted and highly valued, the insights will have broad applicability across a full spectrum of schools.

Tran Thi Thanh Thuy, Phuong Hoang Yen (2018) on their journal describe that the study Pre-reading activities play an important role in language reading classrooms since they help to activate students' background knowledge of the topics being taught, which results in improving students' reading comprehension.

Most studies in the literature focus on exploring the effects of individual pre-reading activities such as brainstorming, pre-teaching vocabulary, questioning on students' performance in doing comprehension tasks. Few studies have been conducted to explore whether one technique is better than the others in activating students' schemata in reading lessons. The current study investigates the impact of Questioning and Semantic map in Pre-reading stage on EFL gifted high school students' reading comprehension. The participants were 52 gifted students from two science classes for twelfth graders (they were non gifted English students).

They shared the same culture, native language, educational background and age. The data were collected through two reading proficiency tests (pre-test and post-test) and individual interviews. The findings revealed that both Questioning and Semantic map had positive impacts on gifted students' reading comprehension. Especially, the students who received Semantic treatment had significantly better improvement in their reading skill. The findings shed lights on what can be done to improve EFL students' reading performance.

Sasan Baleghizadeh (2011) on this journal describe that the study to examine the effect of student-generated questions on reading comprehension of EFL students. Ninety-eight adult students participated in this study. There were three experimental groups and one control group. The participants in the first experimental group read two unmodified reading passages and answered fifteen multiple-choice comprehension questions.

These participants were asked to generate a number of questions based on the given texts and discuss them with a peer before answering the reading comprehension questions. Similarly, the participants in the second experimental group were asked to generate a number of questions and discuss them with a partner. However, they were trained in Questioning the Author technique (QtA). The participants in the third experimental group read the simplified version of the same passages and answered the same comprehension questions without generating any questions.

Finally, the participants in the control group read the unmodified texts and answered the same comprehension questions individually without any support. The results revealed that the participants in all the experimental groups outperformed their peers in the control group. Nevertheless, the participants' reading scores who had been trained in QtA were significantly higher than the scores of their peers in the other three groups. This indicates the value of training students in generating their own comprehension questions.

Fengbin Zhu, Wenqiang Lei, Chao Wang, Jianming Zheng, Soujanya Poria, Tat-Seng Chua Baleghizadeh (2021) on their journal describe that the study Open-domain Question Answering (OpenQA) is an important task in Natural Language Processing (NLP), which aims to answer a question in the form of natural language based on large-scale unstructured documents. Recently, there has been a surge in the amount of research literature on OpenQA, particularly on techniques that integrate with neural Machine Reading Comprehension (MRC). While these research works have advanced performance to new heights on benchmark

datasets, they have been rarely covered in existing surveys on QA systems.

In this work, we review the latest research trends in OpenQA, with particular attention to systems that incorporate neural MRC techniques. Specifically, we begin with revisiting the origin and development of OpenQA systems. We then introduce modern OpenQA architecture named "Retriever-Reader" and analyze the various systems that follow this architecture as well as the specific techniques adopted in each of the components. We then discuss key challenges to developing OpenQA systems and offer an analysis of benchmarks that are commonly used. We hope our work would enable researchers to be informed of the recent advancement and also the open challenges in OpenQA research, so as to stimulate further progress in this field.

Ganesan Shanmugavelu, Khairi Ariffin, Manimaran Vadivelu, Zulkufli Mahayudin, Malar Arasi RK Sundaram (2020) on their journal describe that the study to discuss the efficacy of questioning techniques of the teachers in the classroom. Proper questioning techniques are important in the teaching and learning process.

Proper questioning techniques will make it easier for teachers to get feedback from students whether or not they understand the subject. This article describes some of the questioning techniques that a teacher needs to know to possess in classroom teaching and learning sessions such as attention, suitable voice. Pause, question content, and distribution of questions. This is important for enhancing student motivation and promoting positive, critical, and creative thinking among students and to improve the teaching and learning process in the classroom.

Other Research that is relevant to this research includes research conducted by Eka Melati (2019) in a study entitled "THE EFFECT OF PRE- QUESTIONING TECHNIQUE ON READING COMPREHENSION AT VIII GRADE STUDENTS OF SMPN 16 MANDAU" researcher conclude that, Based on the result, The data were analyzed by t-test. From this study, it was computed that tobserved (3.38) was higher than ttable (1.73). If tobserved was higher than ttable it meant alternative hypothesis (Ha) accepted. It can be concluded that pre- questioning technique produced better result on reading comprehension. Pre-questioning technique could be implemented as one of the technique in teaching reading at SMPN 16 Mandau.

Related to this research, the writer only focuses on improvement reading comprehension for high school students in understanding question and answer. The author feels the need to examine the questioning technique in reading comprehension because it can support students in improving students' skills in every activity that do.

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The ultimate goal of reading is to understand the content reading, but in reality there are not all students can achieve these goals. Lots of students who can read fluently all materials reading but do not understand the content of the reading material.

In learning activities at school, teachers use learning strategies that can make it easier for students to understand and learn the material being taught. One of ways that can be used in delivering material reading comprehension ability is by questioning technique. Questioning technique is a learning technique which focuses on student engagement with the text. Students are really placed as the subject of study, the teacher's role in learning is as mentor and facilitator. By using questioning techniques students will think critically because of students make predictions before and during read. With predictions, students automatically ask their own questions which is part of the process of understanding a text. Students' curiosity about the truth answers make students more careful in reading the text thus making reading activities more meaning. Reading comprehension with questioning technique can be seen in the following image:



Figure 1. Framework of Thinking

The hypothesis in this research is

Ho : Able to Developing Students' Reading Comprehension Ability In Hortatory Exposition By Using Questioning Technique Of Sman 13 Medan In Academic Year 2022/2023

Ha : unable to Developing Students' Reading Comprehension Ability In Hortatory Exposition By Using Questioning Technique Of Sman 13 Medan In Academic Year 2022/2023.

II. METHOD

The type of research used is research and development (R&D) research methods. The model used is the ADDIE Model. The ADDIE model stands for the five stages of the development process, namely Analysis, Design, Develop, Implement, and Evaluate.

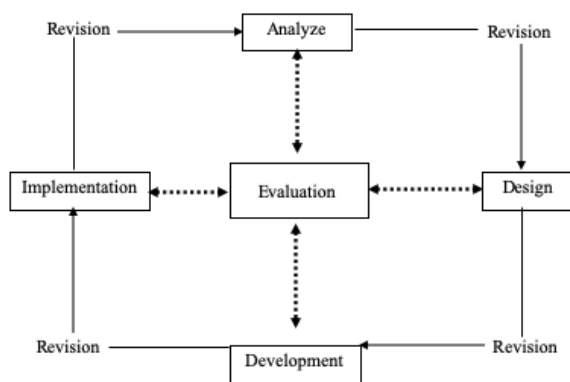


Figure 2. ADDIE Model

The subjects in this Research and Development includes two subjects. The first subject is the validator, which consists of two expert lecturers materials and media to assess product results made by researchers. The second subject is an English Teacher in the school. The third subject is students of grade 12 science 1 which consists of 35 students but only used 17 students as research subjects to limited time to carry out learning using questioning technique based learning materials. The research time starts from JANUARY - FEBRUARY 2023. And the object of research and development in SMAN 13 MEDAN.

The research procedure for developing Questioning Technique based learning media in English subjects adapts the ADDIE model, in the form of stages to produce products consisting of: Analyze, Design, Development, Implementation, and Evaluation. The instruments in this study used interviews, test methods, documentation methods and questionnaire method. Data analysis with development procedures carried out by researchers to get the average number and percentage.

At the analysis stage, the researcher made observations to the teacher about the teaching materials given to students. The goal is to experience and how this can be utilized in the learning process. In the analysis phase, it is carried out by observing learning activities in class.

In this research design, researchers use media to carry out the data collection process. And the data needs include material that has been determined at the analysis stage, practice questions according to the material, and scenarios. The scenario will affect the course of the research story.

In the Design of Learning Materials (RPP) the students in this study were Learning Materials (RPP) based on Higher Order Thinking Skills, paying attention to design principles in order to attract the attention of students.

At the development stage, the researcher made the preparation of Questioning Technique based teaching materials, made questions, and the revision (instrument) stage. The development stage is carried out through several steps, namely:

- (1) Design creation.
- (2) Creating a Questioning Technique based learning design.
- (3) Assessment from the validator about teaching materials and media.

Implementation phase aims to test the product through assessment:

- (1) Test the resulting product to students and ask for feedback.
- (2) Analyze the results of the assessment

At this final stage, it was carried out to measure the Questioning Technique ability of SMAN 13 MEDAN students, in English subjects by conducting a final test on them.

The instruments in this study used interviews, test methods, documentation methods and questionnaire methods.

- (1) Interview method

This method is used by researchers in the analysis phase to obtain the problems to be studied and find out in-depth things from the respondents.

- (2) Test Method

This test instrument consists of 3 questions with each question representing each level of higher-order thinking, namely analyzing, evaluating, and creating. And this method is done individually and in groups.

- (3) Documentation Method

This documentation method is used to find and collect important data in the form of photos of activities, student attendance and others.

- (4) Questionnaire Method

This questionnaire method involves several sources, namely material experts, media experts and students.

The validation sheet in this study was used to obtain input in the form of criticism, suggestions, and responses to the developed teaching materials. To find out the validity of the teaching materials and instruments compiled, a validation sheet is

given to the validator, the validator provides an assessment of the teaching materials by ticking the appropriate rows and columns, writing revision points if there are deficiencies in the suggestions section or can write directly on the manuscript. teaching materials. The validation of teaching materials was carried out by four validators, namely two English media experts and two media experts. The validation sheet observed in the assessment is a Learning Material validation sheet. In the validator's assessment of Learning Materials, there are 5 categories, namely invalid (1), less valid (2), quite valid (3).

The student response questionnaire aims to determine student responses to student worksheets on Questioning Technique-based material. Questionnaires are used to obtain information related to students' opinions on the material given to students based on Questioning Technique which has been developed by researchers and has been validated by the Validator.

Assessment for students is seen from the average value of students to see the results of the research given to students. Data analysis with development procedures carried out by researchers to get the average number and percentage. The analysis from the validator is input for suggestions and comments, with reference to the five assessment criteria, as follows:

- (1) Score 1, if the assessment is very poor / very less appropriate (invalid).
- (2) Score 2, if the assessment is not good / less appropriate (less valid)
- (3) Score 3, if the assessment is quite good/appropriate (quite valid)
- (4) Score 4, if the assessment is good/appropriate (valid)
- (5) Score 5, if the assessment is very good / appropriate (very valid).

Furthermore, the data obtained with the data collection instrument were analyzed using analytical techniques and percentages according to a predetermined formula:

$$\bar{x} = \frac{\sum x}{N}$$

Information:

\bar{x} = Average score of expert assessment

$\sum x$ = Total score obtained by the expert

N = Number of questions

Furthermore, to analyze the feasibility and validity of the media and teaching materials, the researchers used the formula to determine the percentage of the feasibility and validity results with the following formula:

$$p = \frac{\sum x}{\sum xi}$$

Information :

P = eligibility percentage

x = total score obtained by validator

xi = number of ideal scores

So that the material and media assessment categories are obtained to be used for Questioning Technique based English learners as shown in the following table.

Table 1. Quality Criteria for Learning Materials Used for students

No.	Score	Criteria	Decision
1.	0% - 20%	Invalid	Needs a total revision
2.	21% - 40%	Not Valid	Need to be revised
3.	41% - 60%	Quite Valid	Need to be revised
4.	61% - 80%	Valid	Need a little revision
5.	81% - 100%	Very Valid	No Need to revise

Student response data was obtained from the results of filling out the student response questionnaire sheet. The assessment scores used are: (1) disagree, (2) disagree, (3) undecided, (4) agree and (5) strongly agree. Furthermore, the data obtained with the

data collection instrument were analyzed using analytical techniques and percentages according to a predetermined formula:

$$p = \frac{\text{jumlah skor hasil penelitian}}{\text{skor maksimal}} \times 100\%$$

Table 2. Student Respons Criteri

Score	Criteria
81% - 100%	Very Effective
61% - 80%	Effective
41% - 60%	Ineffective
21% - 40%	Effective Enough
0% - 20%	Very Ineffective

a

The effectiveness of the media and learning materials will be seen from the scores of students' test results formulated by the formula:

$$p = \frac{n}{N} \times 100\%$$

Note:

n = score obtained by students

N = number of maximum scores

P = percentage rate

The data can be analyzed with criteria

Table 3. Table Criteria Effective

Score	Criteria
81% - 100%	Very Effective
61% - 80%	Effective
41% - 60%	Ineffective
21% - 40%	Effective Enough
0% - 20%	Very Ineffective

III. RESULT AND DISCUSSION

After validating the English reading materials, the process is carried out tests on students 12 grade at SMAN 13 MEDAN. The researcher gave test to know the practicalities of English reading materials. While, in developing English reading materials the researcher used ADDIE model. Researcher was consisted of five phases that include analysis, design, development, implementation, and evaluation.

The observations carried out by researchers on May 2, 2023, in general, students took part in learning activities quite well. Learning using the lecture method makes students less active. Based on the results of these observations, students in SMAN 13 Medan must be motivated to be active learners. For this reason, teaching materials are needed that have an approach that encourages active students and is able to foster student enthusiasm for learning independently and with the teacher.

After doing the analysis, the next step is to design. This design stage includes two parts, namely compiling research instruments, making questions and teaching materials. The third stage is the development of teaching materials, as a follow-up to the design that has been carried out. The learning tools developed in this research are based teaching materials. Teaching materials developed at this stage will be evaluated by expert lecturers. The structure or framework chosen in the development of teaching materials should be simple and appropriate to the needs.

After everything is finished, to get a valid and good teaching material, the researcher gives teaching materials to experts so that they are validated. The purpose of the development stage is to produce a product that has been revised based on input from the validator.

The assessment by media design experts aims to determine the feasibility of based English teaching materials in terms of media design. Media design experts give an assessment according to the media design expert grid. In the preparation of teaching materials, it is necessary for authors to master design skills, so that the physical appearance of teaching materials will be able to arouse students motivation in reading and studying them.

Tabel 4. Data on Results of Assesment of English Teaching Media Design Experts

No.	Statement	Evaluator		Maximum Score
		(I)	(II)	
(1)	(2)	(3)	(4)	(5)
1.	Cover shows English Reading Materials	3	4	4
2.	Pictures in English Reading Material shows about educations	3	4	4
3.	Font in English Reading Material is perfect	3	4	4
4.	Font variation in English Reading Material is good	3	4	4
5.	Color, background and pictures in English Reading Materials are perfect	3	4	4
6.	Plot of Pictures in English Reading Materials are suitable	3	4	4
7.	Pictures in English Reading Materials are interesting	4	4	4
8.	English Reading Materials Book very attractive	4	4	4
9.	This Book is good for Junior High School Student	3	4	4
	∑ Score	29	35	36
	Percentage	80,5%	97,2%	100%
	Criteria	Very Valid		

Based on the questionnaire that has been filled by expert, there were some parts that need revision, there are following comments and suggestions from design expert. Design expert stated that the design of the product is very good and appropriate for the students, but it needs perfection of the product.

The validation of the material in this teaching material is intended to be able to see the feasibility of the material in the developed teaching material. The material substance expert assessment includes three aspects, namely, content feasibility aspects, presentation feasibility aspects and linguistic aspects.

Tabel 5. Data on Results of Assessment of English Teaching Material Design Experts

No.	Statement	Assesment Criteria	Evaluator		Maximum Score
			(I)	(II)	
(1)	(2)	(3)	(3)	(4)	(5)
A	Content Eligibility	1	4	4	4
		2	4	3	4
		3	3	4	4
		4	3	4	4
		5	4	3	4
		6	3	4	4

		7	3	4	4
		8	4	4	4
		9	3	3	4
		10	4	4	4
		11	4	4	4
		12	4	4	4
B	Language Component	1	3	4	4
		2	3	4	4
		3	3	4	4
	Σ Score		52	52	60
	Percentage		95%	95%	100%
	Criteria	Very Valid			

In implementation Stage there were fifteen students of 12 IPA 1 class of SMAN 13 MEDAN. Before the students used the product, the researcher show the product to the students in order to explain the process of using the product. Student response questionnaire Assessment of student questionnaire responses aims to determine the English teaching materials from the students' perspective.

The last stage in ADDIE is the evaluation stage. The researcher assessed this ability by following the results of the assessment test which was distributed to the students getting a good assessment with the overall average of the students' tests showing the categories. The following is the assessment of all students in grade 12 IPA 1.

Tabel 6. Score Assessment Students Last

No	The Initial Students	Total
1	ADA	71
2	ANH	62
3	CH	51
4	CHQ	71
5	DJH	62
6	FE	60
7	JK	68
8	KAW	45
9	LGP	77
10	MAA	91
11	MRA	80
12	MR	28
13	MAL	77
14	MP	45
15	MCP	45
16	MF	17
17	MH	57
18	NAS	65
19	NH	77
20	NDS	71
21	NM	77
22	NDI	68
23	NFA	57
24	RN	82
25	RR	51
26	SNR	77
27	WGA	68
28	WA	45
29	YDR	68
30	ZBN	77
31	ZS	17

32	ZRH	57
33	NA	28
34	SAH	71
35	RAL	91
36	ZFS	80
Total Score		2257
Percentage Amount		62.70%
Category		Effective

The data was analyzed by using descriptive quantitative analysis. The quantitative analysis was used to describe data of close-ended questionnaire from media expert, material expert, students validation, and test. The following is discussion of English reading materials validity. The validation result in term of media is good, but it still need revision to perfection the product. Based on the data, scores obtained is 64, it was very valid category. Where is the maximum score is 72 , then the percentage is 88,9 % the data product is in the valid category.

But it still needs to be revised reach to perfection the product. Thus, the English reading materials has been acquired after some revision and it was proper to be implemented. The validation result in term of material is very good and appropriate to the students. Based on the data, scores obtained is 104, it was very high category. Where is the maximum score is 120, then the percentage is 86,7% .The product is in the very valid category.

After the material and media expert said that the product can be used for the students, then the product is given to the students to one trial. The validation result in term of material is very good and appropriate to the students. Based on the data, scores obtained are 76,07% , it was high category. Where is the maximum score is 2040, then the percentage is 76,07%. There were 36 students as the users. Data from test was collected by using test. Based on the data, scores obtained is 2257, it was very high category. Whereas the maximum score is 3600, then the percentage is 62,70 % , the product is in the Effective.

To conclude, a good learning media should have an impact to the students to attract their interest to learn such as a English reading materials should has good material based on the curriculum and syllabus, good performance of English reading materials design which is suitable with the students' need.

IV. CONCLUSION

This English reading materials was developed using ADDIE model. It was analysis, design, development, implementation, and evaluation. The result of The English reading materials had valid criteria with the score is 88,9%, and by the students was practical with score 76,7%. It showed that the The English reading materials was easy to use, helpful both of students or teacher and learning time more efficient. Based on the research that has been done, it can be concluded that the researcher made English reading materials for the first and second semester of twelve grade students of SMAN 13 MEDAN. The conclusion based on the result it showed that the English reading materials is accepted as learning material as additional learning for English lesson that is interesting contextual, and congruent to syllabus. After conducting this study, the researcher proposes some suggestions to scholars, preceptors and other researchers. For scholars, the researcher hopes that they will use this product to ameliorate their capability in reading appreciation, but if they use this product, they must read and understand the instructions for using English reading accoutrements . also, preceptors are also anticipated to use this product in tutoring English, especially in reading, because it can help preceptors to produce active and intriguing conditioning for scholars. In addition, for other experimenters, they can develop English reading accoutrements that contain several accoutrements with all language chops (harkening, reading, speaking, and jotting). The researcher also hopes that other experimenters can develop reading accoutrements with other stripes or types. also, it's necessary to conduct practicality tests in several seminars with wider subjects to get more effective and effective results.

ACKNOWLEDGEMENTS

The author would like to thank all those who have helped to finish this article, and especially the English Language Education Masters Study Program, Postgraduate Program, Muslim Nusantara University Al-Washliyah.

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