

Hak Cipta Diindungi Undang-Undang

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## CHAPTER I INTRODUCTION

### A. Background of the Problem

Reading is a crucial part of English language skills. Reading is one of the ways that is used by students to get knowledge and information. So, it is one of the skills which must be mastered by all students as language learners even though it cannot be separated with the other skills, listening, speaking and writing. In line with the idea, Brown stated: “There are four skills which the students should master well at the end of the learning process; they are listening, speaking, reading and writing.”

According to Nunan (2003), reading is a set of skills that involves making sense and deriving meaning from the printed word. In order to read, the readers must be able to decode (sound out) the printed words and also comprehend what they read (as cited in Syahputra 2014). Reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition refers to the process of perceiving how written symbols correspond to one’s spoken language.

In other words, the most general modern definition of reading is of course the ability to make sense of written or printed symbols. The reader uses the symbols to guide the recovery of information from the writer’s memory and subsequently uses this information to construct a plausible interpretation of writer’s message.

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The important point after reading is comprehension. Comprehension is the center of reading. According to Janette, reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to text as well as variable related to the text itself ( as cited in Klingner 2007). Reading comprehension is dependent on three factors. The first is that the reader has command of the linguistic structure of the text. The second factor is that the reader is able to exercise metacognitive control over the content being read and the last the most important criterion influencing comprehension is that the reader has adequate background in the content and vocabulary being presented (Transkersley, 2003, P. 90).

Reading is important to be learnt and taught by students, School-Based Curriculum (SBC) provides reading as one of the skills that must be taught and learnt in Islamic senior high school. School-Based Curriculum provides reading as one of the English standard competences that must be taught and learned in Islamic senior High School. The purpose of reading is to comprehend various meaning (interpersonal, ideas, textual) in various written text that has purpose of communicative, structure text and specific linguistic. Based on the syllabus of Islamic senior high school Kuok for the second grade is that “Students will be able to comprehend Reports, Narrative, Analytical exposition, Hortatory exposition, Spoof texts”. From the preliminary observation, On March 13, 2016, the researcher interviewed an English teacher named Mr. Indra at Islamic Senior High School Kuok. He said that the students

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of the second year were still encountering the problems and difficulties especially in reading learning process. Mr. Indra said that the students are taught the types of genre available in students' textbooks. Then, he introduced genre and explained the kinds of the text, purposes, and characteristics of the text. After he explained it, he gave tasks to the students and he asked them to answer the questions based on the text.

Based on the researcher's observation, the teacher at the second year of Islamic senior high school Kuok taught English based on the curriculum and syllabus. English is taught twice a week for each meeting 90 minutes (90 minutes x 2 meeting a week). So, this subject was taught 180 minutes for week. Hortatory Exposition text was taught at the second year particularly at the second semester. In teaching reading, the teacher applied reading individually and three phase technique. Reading individually means that the teacher gave the students texts and the teacher asked the student to understand and answer the question based on the text after the teacher explained the kinds of the text, purposes, and characteristics of the text. So that, three phase technique means that the teacher asks the students to review all aspects in a text and then, the students read a text and the teacher assesses the students work. Ideally, the students should be able to comprehend hortatory exposition text. But in reality, the students' reading comprehension was still insufficient and far from the curriculum expectations. It means that the teacher has explained the material clearly and used some examples. But when the teacher let them to identify the

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information from Hortatory exposition text. They felt difficult and confused. Finally they were not able to get passing grade that is 75.

Their reading comprehension was still out of passing grade. These cases can be seen from the following symptoms:

1. Some of the students were not able to identify main idea of the text.
2. Some of the students were not able to identify the generic structure of the text.
3. Some of the students were not able to identify information from what they read
4. Some of the students were not able to identify references of the certain words of the text.
5. Some of the students had lack of vocabulary

Based on the symptoms above, the researcher assumes that most of students at the second year of Islamic Senior high school Kuok still have difficulties in reading comprehension. While, Reading comprehension itself is the active process of constructing meaning from text; it involves accessing previous knowledge, understanding vocabulary and concepts, making inferences, and linking key ideas. So, as the teacher we must choose an appropriate teaching strategy in the class especially on hortatory exposition text. In order to improve students reading comprehension on hortatory exposition text, the writer would like to apply a strategy that might help the students in reading comprehension namely the That Was Then-This Is Now Strategy.

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According to McLaughlin and Allen, the That Was Then-This Is Now strategy was designed to encourage students to think about what they already know, relate the information to what they read from a text, and to visualize the text content (as cited in Brunner, 1952, P. 91). It means that the strategy asks the students to think and to catch the information about the topic given by teacher before reading all of the text. Students are required to draw a picture and write a summary of information related to a topic before engaging in the reading (on the “That was then...” side of paper). After finishing the text, students are asked to repeat the activity given the understanding they derived from the reading (on the “this is now...” section). So, That Was Then- This Is Now strategy can improve reading comprehension.

Based on the explanation and problems mentioned above, the writer is interested in investigating the problems above into a research entitled: THE EFFECT OF USING THAT WAS THEN-THIS IS NOW STRATEGY ON READING COMPREHENSION OF HORTATORY EXPOSITION TEXT OF THE SECOND YEAR STUDENTS AT ISLAMIC SENIOR HIGH SCHOOL KUOK.

**B. The Definiton of The term**

In order to avoid misunderstanding and misinterpretation about the title and the content of the research, it is better to define the terms which are used in this research as follows:

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### 1. The That Was Then-This Is Now Strategy

The That Was Then-This Is Now strategy was designed to encourage students to think about what they already know, relate the information to what they read from a text, and to visualize the text content (Brunner, 1952, P. 91). This strategy also can help students in comprehending the reading text and make the students relax and enjoy the reading subject.

### 2. Reading comprehension

Reading comprehension is the process of constructing meaning from text that is defined as the level of understanding of a written text. Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. In addition, reading comprehension is essentially the ability to understand what has been read (Zimmerman, 2014).

### 3. Hortatory Exposition.

According to Priyana (2008), the generic structures of hortatory exposition text are thesis as the general statement of topic discussed, arguments which are arranged according to the writer's choice, and recommendation which contains what should or should not happen (P.132).

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## C. The Problems

### 1. The Identification of the Problem

Based on the background of the problem and symptoms that writer shows above, we know that some of the students at second year of Islamic Senior High School Kuok still have problems in reading comprehension. Thus, the problems in this research are identified as follows:

1. Why are some of the students not able to identify main idea of hortatory exposition text?
2. Why are some of the students not able to identify the generic structure of hortatory exposition text?
3. Why are some of the students not able to identify the information from what they read?
4. Why are some of the students not able to identify references of the certain words of the text?
5. Why are some of the students not able to understand vocabulary or unfamiliar words in context?

### 2. The Limitation of the Problem

Based on identification of the problems above, it is clear that there are some problems involved, but the researcher limits this research that only focuses on using That Was Then-This Is Now strategy and reading comprehension of Hortatory exposition text at second year of islamic Senior High School Kuok.

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### 3. The Formulation of the problem

The problems of the research are formulated in the following questions:

- a. How is students' reading comprehension of hortatory exposition text taught by using That Was Then-This Is Now Strategy at the second year of Islamic senior high school Kuok?
- b. How is students' reading comprehension of hortatory exposition text taught without That Was Then-This Is Now Strategy at the second year of Islamic senior high school Kuok?
- c. Is there any significant effect of using That Was Then-This Is Now Strategy on students' reading comprehension of hortatory exposition text at the second year of Islamic senior high school Kuok?

### D. The Objective and Significance of Research

#### 1. The Objectives of the Research

- a. To find out students' reading comprehension of hortatory exposition text that is taught by using That Was Then-This Is Now Strategy at the second year of Islamic Senior High School Kuok.
- b. To find out students' reading comprehension of hortatory exposition text taught without That Was Then- This Is Now Strategy at the second year of Islamic Senior High School Kuok.
- c. To find out whether there is a significant effect of using That Was Then-This Is Now strategy on students' reading comprehension of

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hortatory exposition text at the second year of Islamic Senior High School Kuok.

## 2. The Significance of Research

Related to the objects of the research above, the significance of the research is as follows:

- a. To give information to the teachers about That Was Then-This Is Now Strategy toward student's reading comprehension of hortatory exposition text.
- b. To give contribution related to the process of teaching and learning English especially in reading to the students and the teachers at the second year of Islamic Senior High School Kuok.
- c. To encourage the researcher's knowledge to conduct a research as a novice researcher.