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CHAPTER 1

INTRODUCTION

A. Background of the Problem

Reading is one of essential language skills in English teaching and learning that have to be learned properly by the students. Reading is often defined as an action to get the meaning or information which is conveyed in a text. According to Johnson (2008), reading is an act of making meaning within the text. Besides, Urquhart and Welr (as cited in Grabe, 2009) stated that reading is a process of gaining and interpreting information encoded in language from printed media.

Furthermore, having good reading skill is very important for many reasons, such as learning for an academic purpose, expanding the mind to get knowledge, and mastering a foreign language. Regarding with this statement, as pointed out by Patel and Jain (2008), reading is an important activity for developing knowledge of a language. Reading is very essential to enlarge the mind and to gain an understanding about language. Dealing with the statement above, Maxom (2009) mentioned that reading is one of the most essential skills in language learning. It is supported by Grabe (2009, p.5) he stated that “Reading skills do not guarantee success for anyone, but success is much harder to come by without being a skilled reader”. Therefore, it is very clear that advancing reading skill especially for the students deeply is a must in education.

In the terms of reading comprehension, as pointed out by Blachowicz and Ogle (2008) reading comprehension is making sense of what is read. In accordance with Blachowicz and Ogle, Wolley (2011) mentioned that reading

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comprehension is the process of making meaning from text. He also explained that the goal of reading itself is to gain an overall understanding of what is described in the text rather than get meaning from words or sentences only. As a result, reading comprehension can be concluded as the process of the readers to construct the meaning in order to grasp understanding from the text. In addition, reading comprehension also can be told as level understanding about a text/message of a person.

Islamic Senior High School Hasanah Pekanbaru is one of educational institutions in Pekanbaru which applies School Based Curriculum (SBC) as its guidance in teaching- learning process. To meet students' needs of reading, English subject is programmed by using School-Based Curriculum (SBC) which requires reading as one of the skills that must be taught to the students. English subject is taught to the students twice a week with duration two hour which is 90 minutes. Thus, the duration of English subject is 180 minutes per week. Based on the syllabus of the 2016/2017 the standard competences requires the students to respond the meaning of short functional written text, formal and informal accurately, fluently and acceptably in context of daily life and also respond the meaning and rhetoric steps in essay accurately, fluently and acceptably in context of daily life, to access knowledge in the form of written report, narrative, and analytical exposition. Furthermore, the students' passing grade is 75.

Based on the writer's preliminary observation and interview to the teacher of English and the students at Islamic Senior High School Hasanah Pekanbaru, the writer found that some of the students still had some problems in their learning

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English activity especially in the term of reading analytical exposition text. Reading analytical exposition was quite difficult and uninterested for the students. Even, there were particular students who did not involve in reading activity which is influenced to the students' achievement. Although the teacher had explained reading material in some various ways, but some of the students still got difficulties in comprehending the text.

During activities, the teacher asked the students to read the reading text. Besides, the students were asked to translate the text. Not only that, but the teacher also asked the students to find the difficult vocabularies and write it down in a piece of paper. After that, the students are encouraged to do small discussion by doing question and answer section. Moreover, at the end of the lesson the teacher summarized the lesson, while the students were asked to answer the questions related to reading material.

In fact, some of the students still had difficulties in answering the questions related to the reading material and some of the students also still got low scores. Ideally, the students were able to comprehend the text given by the teacher. In fact, the students seemed not to perform their reading comprehension well. It could be seen when they are given a reading text, the students could not identify the topic, factual information, generic structure, and social function of the analytical exposition text. Besides, they had limited vocabulary to understand the meaning of words in analytical exposition text. It was very clear that their competence in reading comprehension is still far from what the curriculum expected. It can be proved from the students' achievement.

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Therefore, considering those problems the writer proposed Plus Minus Interesting strategy so that students' reading comprehension can be improved. Brunner (2011) had suggested that Plus Minus Interesting strategy is a strategy that facilitates students' analysis of the reading content included analytical exposition text. Besides, he had mentioned that this strategy also helps students focus on more than one perspective and opinion.

Regarding the explanations and the problems above, it was necessary for the writer to conduct a research entitled: **The Effect of Using Plus Minus Interesting Strategy toward Students' Reading Comprehension in Analytical Exposition Text at Islamic Senior High School Hasanah Pekanbaru**

B. Problem

1. Identification of the Problem

Based on the background and phenomena in this research, it was very clear that some of the students had difficulties in reading comprehension especially in comprehending analytical exposition text. To make it clearer, the problem of this research was identified as follows:

- a. What were the causes that the students were difficult in identifying the topic of the analytical exposition text?
- b. What were the causes that the students were difficult in identifying factual information in the analytical exposition text?
- c. What were the causes that some of the students have difficulty in identifying the meaning of word of analytical exposition text?

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- d. What were the causes that the students were difficult in identifying the generic structures of the analytical exposition text?
- e. What made students difficult in identifying the social function of the analytical exposition text?

2. Limitation of the Problem

In relation to the identification of the problem stated above, therefore, the writer needed to limit the problems of the research on the students' reading comprehension in analytical exposition text of the second year students at Islamic Senior High School Hasanah Pekanbaru that was taught by using Plus Minus Interesting strategy.

3. Formulation of the Problem

The writer formulates the research questions as follows:

- a. How is the students' reading comprehension of analytical exposition text taught by using Plus Minus Interesting strategy at Islamic Senior High School Hasanah Pekanbaru?
- b. How is the students' reading comprehension of analytical exposition text taught without using Plus Minus Interesting strategy at Islamic Senior High School Hasanah Pekanbaru?
- c. Is there any significant difference on the students' reading comprehension of analytical exposition text, which taught by using and without using Plus Minus Interesting strategy at Islamic Senior High School Hasanah Pekanbaru?

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- d. Is there any significant effect of using Plus Minus Interesting strategy on students' reading comprehension of analytical exposition text at Islamic Senior High School Hasanah Pekanbaru?

C. Objective and Significance of the Research

1. Objectives of the Research

- a. To find out the students' reading comprehension in analytical exposition text taught by using Plus Minus Interesting strategy at Islamic Senior High School Hasanah Pekanbaru.
- b. To find out the students' reading comprehension in analytical exposition text taught without using Plus Minus Interesting strategy at Islamic Senior High School Hasanah Pekanbaru.
- c. To find out if there is a significant difference on students' reading comprehension in analytical exposition text taught by using and without using Plus Minus Interesting strategy at Islamic Senior High School Hasanah Pekanbaru.
- d. To find out if there is a significant effect of using Plus Minus Interesting strategy on students' reading comprehension in analytical exposition text at Islamic Senior High School Hasanah Pekanbaru.

2. Significance of the Research

- a. Hopefully, this research is able to contribute a benefit to the writer as novice researcher especially in learning how to conduct a research.
- b. The research findings of this research are expected to be useful and valuable, for both students and teachers of English at Islamic Senior High

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School Hasanah Pekanbaru to be considerations for their future teaching and learning English process.

- c. Besides, these research findings are also expected to be positive and valuable information for those who are concerned in the world of teaching and learning English as a foreign or second language.
- d. Finally, these research findings are also expected to be practical and theoretical information to development of the theories on language teaching.

D. Reasons for Choosing the Title

There are some reasons why it was necessary for the writer to conduct this research. They are:

1. The title of the research is relevant with the writer's status as a student of English Education Department.
2. The title of the research is not yet investigated by other previous researchers.
3. The location of the research facilitates the writer in conducting the research.

E. Definition of Key Terms

There are many terms involved in this research, so that to avoid a misunderstanding to the terms used in this research, the following terms are defined as follows:

1. Effect

Richards and Schmidt (2010) mentioned that effect is a measurement of the strength among variables or the relationship between two or more variables.

In other words, effect is the result of something that is affected by something

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else or a result caused by the relationship between two variables or more. Thus, the definition effect in this research is defined as a result of teaching reading analytical exposition to the second year students who were taught by using Plus Minus Interesting strategy at Islamic Senior High School Hasanah Pekanbaru.

2. Plus Minus Interesting Strategy

According to Brunner (2011), Plus Minus Interesting strategy is a strategy that facilitates students' analysis of reading content included expository text. Besides, it also helps students to focus on more than one perspective and opinion. In addition, as suggested by Lewis and Thompson (2010) the purpose of Plus Minus Interesting strategy is to help students evaluate and extend understanding about facts, thinking process and concepts. Furthermore, Lewis and Thompson stated that Plus Minus Interesting strategy can encourage students to investigate and examine all sides of an issue. Moreover, this strategy requires the teacher to choose a topic of the reading material and students describe the plus points and minus points of the topic and note what makes it interesting.

3. Reading Comprehension

According to Snow (2002), reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

4. Analytical Exposition Text

Analytical Exposition text is a text that elaborates the writer's idea about the phenomenon surrounding. According to Hasibuan and Ansyari (2007)

analytical exposition is a text that is used to argue about a case for againts a certain point of view. Pertaining to Hasibuan and Ansyari, Hartono in Kartini and Farikah (2015) stated that an analytical exposition is defined as a text that is intended to persuade the listeners or readers that something is the case. Furthermore, Kartini and Farikah explained that to make the persuasion stronger, the writer gives some arguments as the fundamental reasons why something is the case. Moreover, its social function is to persuade the reader that the idea is important matter by presenting one side of the argument.

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