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CHAPTER I INTRODUCTION

1.1 Background of the Problem

Reading is one of activities that is conducted in English learning. Reading is one of the language skills that should be mastered by all of the English language learners. In relation to the statement above, Linse and Nunan (2005, p.69) said that reading is a set of skills that involves making sense and deriving meaning from the printed word. Through reading, the students can grasp or gather such important information. Therefore, teaching reading is crucial since reading skill is needed by the students to enable them in order to handle the textbook in English.

Reading cannot be separated from comprehension because students do not only understand the structure of the text, but also understand the meaning of the text. In line with the idea above, Linse and Nunan (2005, p.71) pointed out that reading comprehension refers to reading for meaning, understanding, and entertainment. To be able to understand written text, students need to decode, make connections, and think deeply about what they have read. In other words, if the students are unable to comprehend the text, it means that the reading activity is useless.

In this research, researcher focused on reading comprehension about analytical exposition text. It is one of text types that are learned in Senior High School especially in eleventh grade. Pertaining to Coffin (2001) stated that analytical exposition is the text which is used to put forward a point of view or an argument. In line with the statement above, Wahidi (2009) defines an analytical exposition as

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a text that elaborates the writer's idea about the phenomenon surrounding. Therefore, a writer persuades the reader that writer's idea is an important matter through the text.

State Senior High School 12 Pekanbaru is one of the formal schools in Pekanbaru. As a formal school, it also offers the English subject to students, especially in term of reading comprehension skill. Based on Curriculum 13 (K13) that is used at eleventh grade students in State Senior High School 12 Pekanbaru, the core competencies are understanding, implementing, and analyzing knowledge factual, conceptual, procedural, and metacognitive by curiosity about science, technology, art, culture, and humanities with the insight of humanity, national, state, and civilization-related causes of phenomena and events, as well as applying procedural knowledge in specific areas of study that suit their talents and interests to solve the problem. The first basic competency of this subject is analyzing the social function, text structures, and linguistic element of analytical exposition text. The second one is that understanding the meaning of analytical exposition text about the topic that is up to date. (National Education Department).

Based on the explanation above, it is clear that reading skill needs many aspects that should be mastered by the students. It means that if the students cannot be mastered the aspects that are needed in reading especially reading comprehension, the process of reading learning will run ineffectively.

Based on the preliminary observation of the researcher at State Senior High School 12 Pekanbaru, some of the students encounter on some problems and difficulties of reading English especially reading analytical exposition text. Their

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ability in reading comprehension was still far from the expectation of the curriculum. It was proved by the result of reading comprehension that achieved by the students. Based on researcher's finding, the minimum passing grade for reading comprehension of analytical exposition text in this school is 75 whereas some of the students could only achieve 50-70. The problems that still faced by the students are indicated in some symptoms as follows:

- 1.1.1** Some of the students were not interested in reading class
- 1.1.2** Some of the students spent a long time in identifying the topic of analytical expositions text.
- 1.1.3** Some of the students were lack of vocabulary.
- 1.1.4** Some of the students were difficult to answer some questions of analytical exposition text.
- 1.1.5** Only few students gained the meaning of analytical expositions text.
- 1.1.6** Some of the students could not identify social function of analytical expositions text.

Based on the symptoms above, the problems faced by the students were caused by several factors, whether it was from the students or from the outside. One of the factors might occur when the students of junior high school continued their study into the tenth grade of senior high school, they are divided based on the certain intelligence. The intelligences are logical/mathematical intelligence which belongs to Natural Science students and inter-personal intelligence which belongs to Social Science students. This particular focused-subjects difference, however, can create different characteristic between students in each program that has potential to also

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influence general subject as English. In line with idea above, Khun's paradigm in Nuril (2015) which is supported by several researchers on both programs, natural-science students tend to be more analytical and quantitative (logical-mathematical evidence) than social science students. In contrast, social science students tend to be more synthetical and qualitative (verbal-linguistic evidence). Those different characteristics of both programs, in relation with education, have potential to influence the way they present or interpret similar subject. In short, it is common to think that natural and social science students may have different interpretation on how they comprehend the text. In other words, its variety of students' characteristic in each program also has potential to influence their reading comprehension of analytical exposition text.

The students of the two majors have different cognitive process in doing something. Cognitive process is something happening in the students' mind. However, there is an evidence or tendency that natural science students are smarter than the social science students. Most of people or even the teachers themselves believe that the students of natural science are better especially in reading than the students of social science do. They propose that the natural science students will have better comprehension in reading analytical exposition text than the social science students do. In fact, the curriculum expectation of English in Indonesia especially in State Senior High School 12 Pekanbaru for both natural science and social science programs is the same. They are even taught by the same teacher with the same materials and teaching strategy.

Based on the phenomena above, researcher feels interested to conduct a research entitled “**The Comparison between Natural and Social Science Students on Reading Comprehension of Analytical Exposition Text at the Eleventh Grade of State Senior High School 12 Pekanbaru**”.

1.2 Problem

1.2.1 Identification of the Problem

Based on researcher’s preliminary observation at State Senior High School 12 Pekanbaru, it is clear that most of students had difficulties, especially in term of reading comprehension on analytical exposition text. To make the problems of this research clearer, thus, the problems were identified as follows:

- 1.2.1.1 What were the causes that the students were not interested in reading class?
- 1.2.1.2 What were the causes that the students spent a long time in identifying the topic of analytical expositions text?
- 1.2.1.3 What were the causes that the students were difficult to answer some questions of analytical exposition text?
- 1.2.1.4 What were the causes that the few students were able to gain the meaning of analytical expositions text?
- 1.2.1.5 What were the causes that the students were hard to identify social function of analytical expositions text?
- 1.2.1.6 What were the causes that the students were lack of vocabulary?

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1.2.2 Limitation of the Problem

In reference to the identification of the problems stated above, therefore the researcher needs to limit the problems of the research into natural and social science students' ability in identifying social function, topic, language features, text structure and writer's argument of analytical exposition text.

1.2.3 Formulation of the Problem

Based on the problems limited above, the problems will be formulated into following research question:

- 1.2.3.1 How is natural science students' reading comprehension of analytical exposition text at the eleventh grade of State Senior High School 12 Pekanbaru?
- 1.2.3.2 How is social science students' reading comprehension of analytical exposition text at the eleventh grade of State Senior High School 12 Pekanbaru?
- 1.2.3.3 Is there any significant difference on reading comprehension of analytical exposition text between natural science and social science students at the eleventh grade of State Senior High School 12 Pekanbaru?

1.3 Objective and Significance of the Research

1.3.1 Objective of the Research

Based on the formulation above, the objectives of this research are:

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1.3.1.1 To know the natural science students' comprehension in reading analytical exposition text at the eleventh grade of State Senior High School 12 Pekanbaru.

1.3.1.2 To know the social science students' comprehension in reading analytical exposition text at the eleventh grade of State Senior High School 12 Pekanbaru.

1.3.1.3 To know whether there is or not a significant difference between natural science and social science students on reading analytical exposition text comprehension at the eleventh grade of State Senior High School 12 Pekanbaru.

1.3.2 Significance of the Research

Related to the objectives of the research above, the significance of the research are as follows:

1.3.2.1 Hopefully this research finding is able to benefit the researcher as a novice researcher in learning how to conduct a research.

1.3.2.2 These research findings are expected useful and valuable for both teachers of English and students of SMAN 12 Pekanbaru for their further teaching and learning consideration.

1.3.2.3 Besides, these research findings are also expected to be positive and valuable information especially for those who are concerned with the teaching and learning English as a foreign or second language.

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1.3.2.4 Finally, these research findings are also expected to be the practical and theoretical information to the development of theories on language teaching in general.

1.4 The Reason of Choosing the Tittle

There are some reasons why the researcher is interested in carrying out this research as follows:

- 1.4.1 The title of the research is relevant with the researcher's states as a student of English Education Department.
- 1.4.2 The location of the research facilitated the researcher in conducting the research.
- 1.4.3 The tittle of this research is not yet investigated by other previous researchers.
- 1.4.4 The researcher wants to find out whether there is any significant difference on reading analytical exposition text comprehension both natural science and social science students.

1.5 The Definition of Key Terms

There are so many terms involved in this research. To avoid miss understanding to the term used in this research, the following terms are necessarily defined as follows:

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1.5.1 Comparison

Based on Oxford Learner's Pocket Dictionary (2011, p. 85), "comparison is the process of studying or comparing something to find out how similar or different they are". Furthermore, comparison study is involving a systematized endeavor to compare two items, with an eye toward identifying points that the items hold in common, along with citing areas where the two items differ (wisegeek.com). Based on the explanation above, it is clear that comparison is describing the similarities or the differences between two items. However, in this research the term of "comparison" is referring to the design of this research is that to compare natural science and social science students on reading comprehension at the eleventh grade of State Senior High School 12 Pekanbaru.

1.5.2 Natural Science and Social Science

Natural science and social science are two of four programs provided in senior high school of Indonesia according to Indonesia's latest curricula. Natural science consists of several particular subjects that concerns on natural phenomenon such as Biology, Physics, and chemistry. On the other hand, social science concerns on such social phenomenon with human being as the main actor that covers in several particular subjects as Economy, Geography, History, and Sociology. It is in line with Drechsler in Nuril (2015) stated that natural science focuses on natural phenomenon as its object; while social science focuses more on social phenomenon and places human being as its main actor.

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1.5.3 Reading Comprehension

According to Snow (2002, p.11) “reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language”. Furthermore, Richard on Longman dictionary of Language teaching (2010) stated that reading comprehension is the result of understanding the meaning from written text in deeply. In this research, reading comprehension refers to the students’ skill that compared by researcher at second year students of State Senior High School 12 Pekanbaru.

1.5.4 Analytical Exposition Text

Analytical exposition text is a kind of text that is learned in Senior High School in Indonesia especially in eleventh grade. According to Coffin (2001), analytical exposition text is the text which is used to put forward a point of view or an argument. In this research, the analytical exposition text is a text that was used in giving test to compare student’s reading comprehension between natural science and social science students at State Senior High School 12 Pekanbaru.

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