

# CHAPTER I

## INTRODUCTION

### A. The Background of The Problem

Reading is one of the subjects to get information and knowledge about everything that readers need from written text. Haris also stated that reading is one of the ways to get knowledge and information, this activity is not only very important for the students but also anyone who wants to improve insight.<sup>1</sup> Through reading, readers acquire new ideas, obtain needed information, seek support for their ideas and broaden their interest. Readers can also get the message that writer had expressed. Therefore, reading is the primary thing because it provides information for the reader or as an access for learning information and getting explanation about something.

In finding out the information of reading text, the reader should have a good comprehension. A good reading comprehension will guide the reader to find out the meaning of the context, whether literal or implied meaning. Besides, good reading comprehension will show the reader reading ability. Therefore, a good reading is necessary to comprehend the meaning what the writer writes.

As one of the language skills, reading is taught at school and it is supported by School Based Curriculum (KTSP). School Based Curriculum is a kind of curriculum concept that focusses on the development of doing

---

<sup>1</sup>Albert J. Haris and Edward R Sipay, *How to Increase Reading Ability a Guide to Developmental and Remedial Methods* (London: The Alpine Press, 1985), 1.

competence based on the standard of performance and it can make the students master English in a particular competency.<sup>2</sup> There are two competences namely standard competence and basic competence which need to be mastered by the students and these competences are stated in syllabus as guidance for teachers in arranging teaching and learning design or lesson plan.

One of the senior high schools in Perawang is that SMAN 1 also uses School Based Curriculum (KTSP) and syllabus as its guidance in teaching-learning process. According to syllabus 2012-2013 of the second grade of senior high school, the based competence of reading English refers to the capability of students to understand the meaning of simple short essay accurately, smoothly, and thanked associated in various text form. Besides, the students should comprehend monolog text in report, narrative, and exposition forms well.<sup>3</sup>

In that school, the English teacher has applied some strategies such as skimming, scanning and three phase technique in teaching reading. Commonly the teacher explains the generic structure and language features of the text, then asks the students to read aloud, helps them to find unfamiliar word and asks the students to do the task based on the students' book answer individually or group. It is done to enable the students to comprehend the text. Ideally, that technique or activity can make the students understand well in reading text but in reality some of the students are still confused to

---

<sup>2</sup> Dapertement Pendidikan Nasional, *MODEL Kurikulum Tingkat Satuan Pendidikan (KTSP) SMA dan MA*. (Solo: Tiga Serangkai, 2007), 3.

<sup>3</sup> Team of Curriculum SMAN 1 Tualang, *Syllabus of SMAN 1 Tualang* (Unpublished: SMAN 1 Tualang, 2012/2013), 17.

comprehend the text and some of them did not pass the graduated standard (SKL). The graduated standard is 70.

Based on researcher's preliminary observation at the class XI of SMAN 1 Tualang, the researcher found that the students still got difficulties in comprehending text especially in analytical exposition text. It can be seen in the following symptoms:

1. Some of the students can not recognize what the topic tells about
2. Some of the students are difficult to answer the questions related to the text.
3. Some of the students are not able to identify the details of analytical exposition.
4. Some of the students are not able to identify the factual information from the text

These symptoms make the researcher interested in giving treatment that can give effect to the better comprehension of the student's reading. In order to increase the students's reading comprehension, the teacher needs to use some strategies. So, the writer offers one strategy called Four Step Summary. It is a strategy used as a possible solution to solve the students' problem in reading comprehension. This strategy will make the students easier in comprehending the text because they will create summary to develop and demonstrate their comprehension abilities and teach ways to identify major and minor details from the text. According to Stanfill and Silver, this strategy will make the students easier to understand and remember what they have read

because students write to learn, record important data and students practice reducing text into the most important information from their reading<sup>4</sup>. So, this strategy is good one to solve the students' problem in reading comprehension.

Based on the description above, researcher is interested in carrying out a research entitled: **“The Effect of Using Four Step Summary toward Students’s Reading Comprehension at the Second Year of SMAN 1 Tualang”**.

## **B. The Definition of Key Terms**

In order to avoid misunderstanding , misinterpretation in reading this paper. It is necessary to define the meaning of the terms:

### 1. Effect

Effect is change caused by somebody / something; result.<sup>5</sup> It is about how something influences or affects something else. In this research, it refers to the use of Four Step Summary to influence students' reading comprehension.

### 2. Four step summary

The Four-Step Summary is a strategy that has students pull together the most important information in their reading. For the first step, students determine the main idea/ topic of the text. Then they provide a gist of the

---

<sup>4</sup> [http://www.crazyteacherlady.com/uploads/5/1/4/8/5148626/four\\_step\\_summary.pdf](http://www.crazyteacherlady.com/uploads/5/1/4/8/5148626/four_step_summary.pdf) (accessed April 24, 2013)

<sup>5</sup> Oxford Dictionary, *Learner’s Pocket Dictionary: Fourth Edition* (New York: Oxford University Press, 2008), 143.

text information by creating a summary that has three parts: a beginning, middle and end.<sup>6</sup> In this research Four Step Summary is a strategy that is used by teacher to improve the students' reading comprehension on analytical exposition text at the second year of SMAN 1 Tualang.

### 3. Reading comprehension

Reading comprehension is a process of using ones' own prior experience and the writer cues to infer the authors' intended meaning. This process can involve understanding and selectively recalling ideas in individual sentences, inferring relationship between clauses and/or sentence, organizing ideas around summarizing ideas, and making inferences not necessarily intended by the author.<sup>7</sup>It means that reading comprehension is a process that we do in getting the point of the text.

### 4. Analytical Exposition Text

Analytical exposition is popular among science, academic community and educated people. In addition, an analytical exposition text gives information to persuade the reader that something is the case.<sup>8</sup> The generic structures of analytical exposition are; thesis, arguments, and reiteration or conclusion.

---

<sup>6</sup> Eileen Carr, *Teaching Comprehension* (New York: Broadway, 2004), 194.

<sup>7</sup> Judith Westpal Irwin, *Teaching Reading Comprehension Process* (New Jersey: Prentice Hall, 1986), 9.

<sup>8</sup> Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar* (Australia: Gerd Stabler, 1994), 197.

## **C. The Problem**

### **1. Identification of the Problem**

Based on the background of the problems above, the problems of this research can be identified as follows:

First, the problems are from the teacher, such as the teacher uses conventional strategy. This strategy is still not effective in teaching reading comprehension. Second, the problems are from the students, such as: the students can not recognize what the topic tells about, the students are difficult to answer the questions related to the text, the students are not able to identify the details of analytical exposition and the students are not able to identify the factual information from the text.

### **2. Limitation of the Problem**

Based on the identification of the problems above, it is clear that there are many problems in this research, such as the students can not recognize what the topic tells about, the students are difficult to answer the questions related to the text, the students are not able to identify the details of analytical exposition and the students are not able to identify the factual information from the text. All of these problems are about the students' reading comprehension. Thus, the researcher focuses on the students' reading comprehension on analytical exposition text and the effect of using Four Step Summary to solve the students' problems. Here, the researcher chooses analytical exposition text by considering that it is the most difficult text for the second year students of SMAN 1 Tualang . So,

the limitation of the problem as follows: The Effect of Using Four Step Summary toward Students' Reading Comprehension on Analytical Exposition Text at the Second Year of SMAN 1 Tualang.

### **3. Formulation of the Problem**

Based on the background and identification of the problem, the writer formulates the problems as follows:

- a. How is the students' reading comprehension on analytical exposition text taught by using Four Step Summary at the second year of SMAN 1 Tualang?
- b. How is the students' reading comprehension on analytical exposition text taught without using Four Step Summary at the second year of SMAN 1 Tualang?
- c. Is there any significant effect of using Four Step Summary toward students' reading comprehension on analytical exposition text at the second year of SMAN 1 Tualang?

## **D. The Objective and Significance of The Research**

### **1. Objective of the Research**

Based on the formulation of the problem, the objective of the research can be stated as follows :

- a. To find out the information about the students' reading comprehension on analytical exposition text taught by using Four Step Summary at the second year of SMAN 1 Tualang.

- b. To find out the information about the students' reading comprehension on analytical exposition text taught without using Four Step Summary at the second year of SMAN 1 Tualang
- c. To find out the effect of using Four Step Summary toward students' reading comprehension on analytical exposition text at the second year of SMAN 1 Tualang.

## **2. Significance of the Research**

By conducting this research, the writer hopes that it can :

- a. Enlarge writers' knowledge about the real teaching process.
- b. Give information to the teacher about the Four Step Summary strategy in teaching reading.
- c. Give some input to the students to improve their reading comprehension on analytical exposition text.
- d. To fulfill one of the requirements of S.1 Degree of English Education Department of Education and Teacher Training Faculty of State Islamic University of Sultan Syarif Kasim Riau.