

CHAPTER I

INTRODUCTION

A. Background of the Problem

In teaching English, there are four skills which should be mastered by students. These skills are listening, speaking, writing, and one of them is reading. Reading is an ability that is needed by a reader to catch information, to get more knowledge, pleasure, or interest. According to David Nunan, reading is a set of the skills that involves making sense and deriving meaning from the printed word¹. In the same view, Marianne pointed out that reading is an interactive, sociocognitive process, involving a text, a reader and a social context with in which the activity of reading takes place.² It means that the ultimate goals of learning to read are meaning, learning and pleasure beside that most of the reader can get much information based on what they read such as health, technology, art, politic, culture, sport, etc.

In order to support the students' need of reading, School Based Curriculum (KTSP) provides reading as one of the English standard competences that must be learned and understood by every student in senior high school. One of the purposes of teaching English as a foreign language to Indonesian students is they can read, grasp the idea, and understand the book written in English. It is stated on the syllabus, in reading skill, there are two basic competences that should be achieve by students. First, responding the meaning in functional text formal and informal which is used in various written language

¹ David Nunan, *Practical English Language Teaching*.(New York: McGraw Hill Companies Inc ,2005), p.69

² Marianne celce-murcia. *Teaching English as a Second of Foreign Language (third Edition)*. (New York : Heinle and heinle. 2001), p. 154

accurately, fluently, acceptably in daily life context and to access the knowledge. Second, responding the meaning and the rhetorical steps in the form of narrative, spoof and hortatory exposition of an essay used in various written language accurately, fluently, acceptably in daily life context and to access the knowledge.³

Senior High School 2 Taluk Kuantan is one of the schools that also implies School Based Curriculum (KTSP) as its guidance in teaching and learning process. English is taught twice a week with time duration about 45 minutes for one meeting. In this school, the teacher always used traditional strategy. First, the teacher explained the material to the students, and then, the teacher asked them to give some questions, after that, the teacher asked the students to respond the questions from some of their friends, finally the teacher concluded the lesson before closing. In order to increase students' reading comprehension, teachers also supported it by providing other programs such drama and poems contest at every one semester, and English day on every Saturday.

Based on the first observation of researcher at the second year students of Senior High School 2 Taluk Kuantan, researcher found that some of the students faced the problem and difficulties in English, especially in reading comprehension on hortatory exposition text. Their reading comprehension is still far from the expectation of the curriculum. It can be seen from the following phenomena:

1. Some of the students are not able to identify the main idea of reading comprehension on hortatory exposition text.
2. Some of the students are not able to infer meaning.

³Department of National Education, School based Curriculum Syllabus of English, (Jakarta: Badan Standar Nasional Pendidikan, 2006), p. 134

3. Some of the students are not able to find the reference of certain word.
4. Some of the students are not be able to analyze the text.

The causes of the phenomenon above can be caused by some factors, namely:

1. External factor

The ways of teacher teaches in the class by using the unfamiliar or difficult text, using inappropriate strategy for them.

2. Internal factor

The motivation of the students themselves in learning process, lack of the attention of students when the teachers are teaching them.

To improve students' reading comprehension, we need an appropriate strategy to help them as solution to their problem. There is a good strategy that can help students get reading comprehension on hortatory exposition text; it is called Explicit Instruction. Explicit Instruction is a series of the required instructional steps or procedures designed to guarantee the students understand exactly what is expected of them and what is being taught⁴. This strategy can facilitate their understanding of specific text structures and able to find that they recalled moving information on an essay test and also indentified more main ideas than comparison students who did not learn the structure.⁵

Based on the explanation and the problems experienced by the students above, the researcher is interested in conducting a research entitled: **“THE EFFECT OF USING EXPLICIT INSTRUCTION ON STUDENTS’ READING**

⁴Frank Serafini. *Lessons in Comprehension: Explicit Instruction in the Reading Workshop*. (Portsmouth: Reed Elsevier Inc. 2004),p.2

⁵Jannette K. Klingner, et al. *Teaching Reading Comprehension to Students With Learning Difficulties*. (New York: Guilford Publications, 2007), p.90

COMPREHENSION OF HORTATORY EXPOSITION TEXT OF THE SECOND YEAR AT SENIOR HIGH SCHOOL 2 TELUK KUANTAN.”

B. Problem

Based on the Background illustrated above it is very clear that the students still have a lot of problems especially in reading comprehension on hortatory exposition text.

1. Identification of the Problem

Based on the background of the study mentioned above, the identification of the problem of the research is as follows:

- a. Why are some of the students not able to identify the main idea of reading comprehension on hortatory exposition text?
- b. Why are some of the students not able to infer meaning?
- c. Why are some of the students not able to find the reference of certain word?
- d. Why are some of the students not be able to analyze the text?

2. Limitation of the Problem

Based on the phenomena that have been explained above, The problems of this research is that the researcher just focuses and limits the problem on reading comprehension, so the researcher uses Explicit Instruction strategy on students' reading comprehension of hortatory exposition text of second year at senior high school 2 Taluk Kuantan.

3. Formulation of The Problem

The problem of this research can be formulated in the following questions:

- a. How is the students' reading comprehension taught by using Explicit Instruction strategy on hortatory exposition text of the second year students at Senior High School 2 Taluk Kuantan?
- b. How is the students' reading comprehension taught without using Explicit Instruction strategy on hortatory exposition text of the second year students at Senior High School 2 Taluk Kuantan?\
- c. Is there any significant difference of using Explicit Instruction strategy toward students' reading comprehension on Hortatory Exposition text of the second year students at Senior High School 2 Taluk Kuantan?

C. The Reason for Choosing the Title

1. The researcher wants to find out how far the effect of using Explicit Instruction strategy toward students' reading comprehension on hortatory exposition text at Senior High School 2 Taluk Kuantan.
2. This research is very important to be discussed and it is valuable contribution for the researcher particularly and for the English teacher generally to be recognized and applied to the students in teaching reading.
3. This title is relevant to the research as one of the students of English Department.
4. As far as researcher's concern, the title has never been researched before.

D. The Objectives of the research

To find out whether there is or not significant effect of using Explicit Instruction strategy toward students' reading comprehension on hortatory exposition text at Senior High School 2 Taluk Kuantan.

E. The Significance of the Research

In order to avoid misunderstanding and misinterpretation about the title and the content of the research, the writer gives the definition of the terms as follows:

1. department of English education of State Islamic University SUSKA Riau.
2. Motivating students to improve their proficiency in reading, in order to give chance for students to master English.
3. To provide some information about the effect of using Explicit Instruction toward students' reading comprehension on hortatory exposition text.

F. The Definition of the Term

1. Effect

According to Richard, Effect is a measure of the strength of one's variables effect on another or the relationship between two or more variable.⁶ It means that effect is a changing of something because of there an action or influence from another. So, in this research the researcher wants to know the effect of using Explicit Instruction toward students' reading comprehension on hortatory exposition text of the second year at Senior High School Teluk Kuantan.

2. Explicit Instruction

Explicit Instruction is a series of the required instructional steps or procedures designed to guarantee that students understand exactly what is expected of them and what is being taught.⁷ In this research, the term of explicit instruction refers to the strategy that is following steps or procedures in developing their reading comprehension of the second year at Senior High School Teluk Kuantan.

⁶ Jack C. Richard Schmidt. *Longman Dictionary of Language Teaching and Applied Linguistic. Third Edition.* (New York, Pearson Education : 2002). P. 175

⁷ Frank Serafini. *Loc.cit.*, p.2

3. Reading Comprehension

Reading Comprehension is an interaction among the reader and the text and occurs in a situated model, but these are nonetheless relevant considerations when it comes to understanding individual differences.⁸ In this research, it may be useful to incorporate observational techniques that involve systematic querying of teachers about the quality of a particular student's reading comprehension of the second year at Senior High School Teluk Kuantan.

4. Hortatory exposition text

Hortatory exposition is a kind of genre used to persuade the reader or listener that something should or should not be the case.⁹ Hortatory Exposition as it attempts to persuade people to do what it argues.¹⁰ In this research, to help students' reading comprehension of the second year at Senior High School Teluk Kuantan by using hortatory exposition to persuade the readers that something should or should not be the case about the phenomenon surrounding.

⁸ Jack M. Fletcher. *Measuring Reading Comprehension*. (Houston: Lawrence Erlbaum Associates, Inc. 2006). p. 328

⁹ Kurnia Qurrota a'yun. *The effectiveness of using video to Improve Students' Ability on Writing Spoof Text*. (Semarang: Education Faculty Walisongo State Institute for Islamic studies. 2012). p. 34

¹⁰ Paul Dickinson. *A Systemic Linguistic Analysis of Two Prime Ministerial Speeches*. (Birmingham: the university of Birmingham. 2009). p. 5

