

CHAPTER I

INTRODUCTION

A. The Background of the Problem

Reading is an activity that is easy to do but reading with comprehension is difficult for most of the people. Reading is not only an activity but also one of the language skills that has to be mastered in English as a foreign language in learning process. As supported by Nunan, reading is an essential skill for learners of English as a second language.¹ In addition, Brown also argued that reading ability will be best developed in association with writing, listening and speaking activity.² It is clear that the fluency in reading will also help the fluency in other of language skillsof English.

In reading, a reader not only pronounces the words in a text, but he or she also needs to comprehend the text in order to know what the text is talking about. Reading is also an activity which helps readers to find the information they need. Nunan said that reading is a fluent process of reader combining information from a text and their own background knowledge to build meaning.³ It is clear that reading is not an activity without purpose. According to Hasibuan and Ansyari, the purpose of reading also determines the

¹David Nunan,*Practical English Language Teaching*. New York: McGraw Hill. (2003). pp.

²H. Douglas Brown,. *Teaching by Principle An Interactive Approach to Language Pedagogy*. New Jersey: Prentice Hall. (1994). pp. 283

³David Nunan, *Op. Cit.*, pp. 68

appropriate approach to reading comprehension.⁴ O'Shea, Sindelar and O'Shea in Klingner, Vaughn and Boardman also stated that reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency.⁵ So, reading is useless without comprehension.

Comprehension is a process in which the readers try to get a meaning from the words of the text combined with their knowledge, so that the readers can get what information is needed to enhance their knowledge. So, the main purpose of reading is comprehension. Because of this reason, Elizabeth, Angaluki and Micheal are sure that comprehension is an active activity in constructing meaning.⁶

In Indonesian schools, reading is categorized as a language skill that has to be mastered by all students in English teaching and learning process of junior and senior high schools. Reading is an activity that gives many advantages to readers or students. All the lessons learned by students in schools will be more easily understood if they have a good comprehension of reading. Hasibuan and Ansyari have stated that reading is an interactive

⁴Kalayo Hasibuan, and Muhammad Fausan Ansyari, *Teaching English as a Foreign Language (TEFL)*, Pekanbaru.: Alaf Riau Graha UNRI Press. (2007). pp. 114

⁵Janette K. Klingner, et al, *Teaching Reading Comprehension to Students with Learning Difficulties* [Electronic Book]. New York: The Guildford Press, 2007, p. 2

⁶Elizabeth S Pang., et al. *Teaching Reading* [Electronic Book]. Switzerland: International Academy of Education. (2003). p. 14

process that goes on between the reader and the text, resulting in comprehension.⁷

Yet, comprehension in reading is not easy to be taught to students especially in the English language that is not their native language. Therefore, according to Jimenez, Garcia, and Pearson, 1996 in Lems, Kristin, Miller, and Tenena, reading comprehension requires the use of *strategies* before, during, and after reading. In the context of reading comprehension, strategies can be defined as deliberate actions that readers take to establish and enhance their comprehension.⁸ Based on the opinions above, the writer concludes that students' reading comprehension can be influenced by the use of effective strategy for teaching and learning process.

SMA N 1 Reteh is one of the senior high schools in Indragiri Hilir Regency. As a formal school, SMA N 1 Reteh also has used KTSP as operational curriculum in the teaching learning process. In this school, reading has been taught since the first year of English teaching period. Reading is taught twice a week with time duration 45 minutes for one-hour lesson. Meanwhile, English passing grade of this school was 70. According to School Based Curriculum (Kurikulum Tingkat Satuan Pendidikan – KTSP tahun 2004), the purposes of learning English are to comprehend the meaning of the functional

⁷Kalayo Hasibuan, and Muhammad Fausan Ansyari, *Teaching English as a Foreign Language (TEFL)*, Pekanbaru, : Alaf Riau Graha UNRI Press. (2007). pp. 114-115

⁸Kristin Lems., Leah D. Miller, and Tenena M. Soro. *Teaching Reading to English Language Learner [Electronic Book]*. New York: The Guildford Press. (2010). p. 172

written text and simple essays such as recount, narrative, procedure, descriptive, news item, spoof, report, analytical, exposition, hortatory exposition, explanation, discussion, and simple review in daily life context to access the knowledge.

Functional written texts are the short texts that have some functions based on the purpose such as: invitation, advertisement, memo, letter, and announcement which are always seen and used in our daily life. Whereas, simple essay is an essay or text that is divided by the kind of text such as recount, narrative, procedure, descriptive, new item, spoof, report, analytical exposition, hortatory exposition, explanation, and discussion. Based on the explanation above, it is clear that reading is an important language skill that must be mastered by the students. Based on the writer's preliminary observation on March 13, 2013 and an interview the English with teacher there, it describes that some of the students had some difficulties in comprehending text. Their ability in comprehending text was still far from the curriculum expectation. It can be itemized into the following phenomena:

- a. Some of the students are not able to identify main idea from the text
- b. Some of the students are not able to identify the supporting ideas from the text.
- c. Some of the students are not able to get information from the text.
- d. Some of the students need much time to comprehend the text.

- e. Some of the students get difficulties in making inference in analytical exposition text.

In teaching learning process, the writer also found that the teacher usually used some techniques such as Question Answer Relationship (QAR) strategy to ease students in answering the related questions in reading text. However, the students still got difficulties in comprehending the reading text. It could be caused by limited time that students got in learning English. Therefore, based on the description above, it is clear that most of the students of SMA N 1 Reteh need appropriate strategy or technique to help them solve the problems.

As supported by the characteristics of School Based Curriculum, the achievement in learning process has to use various approach, method, technique or strategy. Students need a strategy or technique that can help them comprehend the text.

Approach, method, technique, and strategy can be distinguished from the definitions as follows:

- 1) Approach

Richard and Rodger in Harmer have stated the theories about nature of language and language learning serve as the source of practices and principles in language teaching.⁹ Based on Harmer, an approach

⁹ Jeremy Harmer, *The Practice of Language Teaching*. (New York: Longman, 2004), pp.78

describes how language is used and how its constituent parts interlock – in other words, it offers a model of language competence.¹⁰

2) Method

According to Harmer, a method is the practical realization of an approach.¹¹ There are various techniques and procedures in method. The method is smaller than approach.

3) Technique

According to Brown technique is any of a wide variety of exercise, activity or task used in language in the language classroom for realizing lesson objectives.¹² Technique and strategy almost have the same definitions but technique is more specific in the application.

4) Strategy

Brown also argues that strategy is a specific method of approaching problem or task, modes of operation for achieving the particularly planned design for controlling and manipulating certain information.¹³ In addition, Oxford and Ehrman in Brown defined second language learning strategies as “specific actions, behavior, steps or technique...” used by students to enhance their own learning.¹⁴ So,

¹⁰*Ibid*p. 80

¹¹ *Ibid*

¹² H. Douglas Brown. *Teaching by Principles An Interactive Approach to Language Pedagogy*. (San Fransisco: Longman, 2007), pp.16

¹³ *Ibid*, pp. 119

¹⁴ *Ibid*.

strategy is an activity that is chosen to facilitate students in delivering the learning method.

There are many kinds of approaches, methods, techniques, and procedures that are applied by teacher and researcher in language learning. Parrish in Hasibuan states that one such approach to teaching language lesson, called PPP model.¹⁵

Presentation Show how language is used and formed through a story or dialogue, for example; highlights the target forms; check for learner understanding through accurate reproduction activities.

Practice Highly controlled activities, drills, and dialogue repetition. (While more meaning-based than the strict mechanical drills, these activities are carryovers of the Audiolingual Method)

Production Free activities that allow learners to try the new language more spontaneously, e.g., information gap activities and role plays.”¹⁶

The PPP model is also applied in learning process. Presentation is applied when the teacher explains about the lesson and tells what and how strategy or technique is used in every learning process. Practice is the part in

¹⁵ Kalayo Hasibuan, Muhammad Fausan Ansyari, *Teaching English as a Foreign Language*. (Pekanbaru: Alaf Riau, 2007), pp. 39

¹⁶*Ibid*, pp. 40

which the students are involved in learning process. It means that literature circle strategy is applied in this stage by students. They do the procedures of strategy. Production is phase to see learning outcome of students. In production, the student will show that the strategy or technique used is successful or not in influencing their learning outcomes.

In this research, the writer applied one strategy considered to be helpful in reading comprehension. Literature circle strategy is one of the strategies that can be used in reading. Literature circle strategy is a strategy which is applied in the classroom done by a teacher who is able to fully explain what the literature circles are and how they are used to promote reading comprehension.¹⁷Therefore, the writer thinks that this strategy is good to be applied in solving the problem in reading comprehension.

Based on the explanation and the problem above, the writer is interested in conducting a research entitled **“The Effect of Using Literature Circle Strategy on Reading Comprehension in Analytical Exposition Text of the Second Year Students at SMAN 1 Reteh.**

B. The Definition of Terms

To avoid misunderstanding and misinterpreting on the terms used in the research, it is necessary to explain them:

¹⁷Daniel, H. 2006. *Voice and choice in the students-centered Classroom*. New York. StenHouse Publisher P. 26

a. Literature Circle Strategy

Literature Circle strategy is a used inside of the classroom within small groups that are based upon a student's interest of literature.¹⁸In this study, Literature Circle Strategy is a strategy that is applied in reading comprehension of the second year students at SMAN 1 RETEH.

b. Reading Comprehension

According to Ellen reading Comprehension is if the students read the words of the text and they understand what they are reading. Ellen states that the key variables in reading comprehension include the reader, the activity of reading and the text.¹⁹ It means that reading comprehension can be reached if the reader can understand and comprehend what the text means. In this research, writerassesses the reading comprehension of the students in comprehending the text of the second year students at SMAN 1 Reteh.

c. Analytical Exposition Text

Analytical exposition is popular among science, academic community and educated people. In addition, an expository text

¹⁸Greef, E. 2002. *The Power and The Passion: Igniting The Love Of Reading Through Literature Circle*. International Association of school librarianship. New York. P. 311

¹⁹ Ellen McIntyre, Nancy Hulan, and Vicky Layne 2011. *Reading Instruction for Diverse Classrooms*. (London, The Guildford Press) p. 113

gives information such as: explaining something, giving direction, and showing how to do something to the reader.²⁰ The generic structures of analytical exposition are; thesis, arguments, and reiteration or conclusion.

C. The Problems

Based on the problems in the background above, it is very clear that students of the second year at SMAN 1 Reteh still have a lot of problems, especially in reading comprehension.

1. Identification of the Problem

- a. How is the students' reading comprehension in comprehending analytical exposition text?
- b. Why do the students get difficulties in identifying main ideas from analytical exposition text?
- c. Why do the students get difficulties in making inference in analytical exposition text?
- d. Why do the students get difficulties in identifying supporting ideas in analytical exposition text?
- e. Why do the students need much time in comprehending the text?

²⁰ M. syafi'I, M. Fauzan., & Jonri Kasdi. 2007. *The Effect Paragraph Development: The Process of Writing for Classroom Setting*. (Pekanbaru: LBSI). p. 62

- f. What are the factors that make the students get difficulties in comprehending the text?

2. Limitation of the Problem

Based on the identification of the problem above, the writer needs to limit the problem, as mentioned before, some of the students cannot read the analytical exposition text with good comprehension. Therefore, the writer will limit the problems on students' reading comprehension in analytical exposition text by using literature circle strategy. In short, the writer will focus on the effect of using literature circle strategy toward reading comprehension in analytical exposition text.

3. Formulation of the Problem

- a. How is the students' reading comprehension is taught by using literature circle strategy to the second year at SMAN 1 Reteh?
- b. How is the students' reading comprehension is taught without using literature circle strategy to the second year at SMAN 1 Reteh?
- c. Is there any significant difference of the students' reading comprehension taught by using literature circle strategy of the second year students at SMAN 1 RETEH and those who are not?

D. The Objectives and Significances of the Research

1. The Objectives of the Research

- a. To identify the difference of using literature circle strategy toward reading comprehension in analytical exposition text of the second year students at SMAN 1 Reteh.
- b. To identify the difference without using literature circle strategy toward reading comprehension in analytical exposition text of the second year students at SMAN 1 Reteh.
- c. To find out whether there is significant difference in students' reading comprehension in analytical exposition text after being taught by using literature circle strategy of the second year students at SMAN 1 Reteh.

2. The Significance of the Research

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

- a. To give contribution to the teacher in teaching reading.
- b. To give information to the teachers, and the institutions about the effect of using literature circle strategy on reading comprehension.
- c. To give some contribution to the students in order to improve students' ability in reading comprehension.