

CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is one of the four basic language skills that must be mastered in language learning. Reading becomes a problem for some students because it is not an easy work. Reading takes time for study and practice as to develop this skill. Reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language. Reading is the most important activity in any language class. Reading is very necessary to widen the mind and gain understanding of the foreign culture¹. In addition, reading is the primary means for independent learning, whether the goal is performing better on academic tasks, learning more about subject matter, or improving language abilities.

Reading is a thinking process that is an activity to get more information or an idea. So, as one of the language skills, reading receives more emphasis than the others. It is given a priority. The focus of learning is to the text book that is used for each level. However, many students have insufficient skills in reading and their reading achievement is poor. Good readers can understand the individual's sentences and the organizational structure of a piece of writing. They can catch the idea of the

¹M. F. Patel and Praveen M. Jain. 2008. *English Language Teaching'' Methods, Tools, and Technique''* Jaipur: Sunrise. p. 114

text, they can follow the arguments of the story or text, they can find the information of the text, and the important one is they can understand the meaning of the story or text. Activation of background knowledge is one of the important things when the students in reading process. So, as an English teacher, they have to find out some ways to facilitate their students in order that the students are able to understand the text. The teacher can use method, technique, strategy, approach, or activity in teaching four basic language skills.

For many students, reading can be a problematic skill to master. It is a receptive skill that is required firstly than the others. Their English ability will be determined by how good they can read and comprehend the text or the information. Moreover, their reading materials are difficult enough for them to read while they are still uncommon with reading itself. Therefore, they have to push themselves to master it as what it is required for them.

English has become a compulsory subject to be taught in senior high school. It is taught to the students four periods a week by the English teacher. In the school based curriculum (KTSP), reading is one of the skills that must be taught and learned by the students in the senior high school. School Based Curriculum (KTSP) provides reading as one of the English standard competencies that must be taught and learned in senior High School². Students have to understand the meaning of short text SMA N 1 Kampar is one of the schools that use School Based Curriculum (KTSP) as its

²Badan Standar Nasional Pendidikan, *Standar Kompetensi dan Kompetensi Dasar SMA / MA*

guidance in teaching and learning process. English has been taught for four hours on 45 minutes for one hour learning process. English subject has been taught for 180 minutes a week. Reading is taught to all grades. The basic competence stated in syllabus of second year SMA N 1 Kampar especially in reading, is students should be able to respond and understand monologue texts accurately and fluently³. The comprehension is shown by answering some questions after reading the text. The passing grade of reading is 75.

Based on writer's preliminary observation, the students are difficult to give feedback after they read a text. In this case, some of the students must follow remedial test. This problem may come from the teacher or students. It can be seen from the following phenomena:

1. Some of the students are not able to get information from hortatory exposition text.
2. Some of the students are not able to know the meaning of some vocabulary in the text.
3. Some of the students have difficulties to find the key word in the text.
4. Some of the students get difficulties to answer the questions based on the text.
5. Some of the students need much time to comprehend the reading text.
6. Some of the students are not able to understand words and sentences in a text.
7. Some of the students are not able to recognize the story elements of the text.

³*Syllabus* of SMA N 1 Kampar. Unpublished Syllabus

According to the phenomena above, the writer assumes that some of the students at the second years of SMA N 1 Kampar still have difficulties to comprehend hortatory exposition text. In order to improve the students' reading comprehension, the teacher needs some effort to motivate students to comprehend the text. Beside those phenomena above, the teacher teaches the students by using conventional teaching strategy. In teaching process, the teacher asks the students to read whole the text first and explains the purpose, the generic structure and the language features of the text, and asks them to reread the text in small group discussion. The teacher asks some questions to the students related to the text. Some of the students appear to read fluently but in fact they do not comprehend reading materials and their reading comprehension is still far from curriculum expectation.

The use of the appropriate strategy or technique is an accomplishment that can be relied on by the English teachers to the students' success on their reading comprehension learning. It seems that it is a consideration for the English teachers in guiding their students well. What the ways, techniques and strategies applied by the teachers in teaching reading absolutely refer to the students' achievement of the reading learning targets. One of the strategies that can be used by the teacher to improve the students' reading comprehension is Arguments on a Card strategy. This strategy might help the students to comprehend hortatory exposition text. Arguments on card is a strategy that can help students to explore a controversial topic and formulate opinion based upon relevant information. This strategy facilitates students'

critical thinking, actively engages students in the purpose for reading to frame an “argument”, provides a specific purpose for reading the text, supports retention of information through purposeful discussion of topic, and provides a constructive opportunity for “arguing” and defending a variety.

Based on the explanation and the problems above, the writer is interested in conducting a research entitled “**The Effect of Using Arguments on a Card Strategy toward Reading Comprehension On Hortatory Exposition Text of The Second Year Students at State Senior High School 1 Kampar**”.

B. The Problem

Based on the illustrating in the background of the problem, it is very clear that the students at the second year of SMA N 1 Kampar have a lot of problems, especially in comprehending reading text.

1. The Identification of the Problem

Based on the background and the phenomena above, the problems are identified as follows:

1. Why do the students not able to get information from hortatory exposition text?
2. Why do the students have limited vocabulary?
3. Why do the students feel difficult to find the key word of the reading text?
4. Why do the students have difficulties to answer the question?
5. Why do the students need much time to comprehend the reading text?

6. Why do the students not able to understand the words and sentences in the text?
7. Why do the students not able to recognize the story elements of the text?
8. Does Arguments on a Card strategy influence students' reading comprehension on hortatory exposition text at SMA N 1 Kampar?
9. How is the students' reading comprehension on hortatory exposition text taught by using Arguments on a Card Strategy?

2. The Limitation of the Problem

Based on the identification of the problems above, there are a lot of problems involving this research. However, the researcher considers the limitation of this research based on knowledge, time, and finance. Because expository text has two types; they are analytical exposition text and hortatory exposition text, so it is quite necessary for the writer to limit the problem in this study and the writer only focuses on students' reading comprehension on hortatory exposition text.

3. The Formulation of the Problem

Based on the identification above, finally the problems are formulated as follows:

1. Is there any significant difference of reading comprehension on hortatory exposition text before being taught by using Arguments on a Card Strategy for experimental class and conventional teaching strategy for control class of the second year students at State Senior High School 1 Kampar?

2. Is there any significant difference of reading comprehension on hortatory exposition text after being taught by using Arguments on a Card Strategy for experimental class and conventional teaching strategy for control class of the second year students at State Senior High School 1 Kampar?
3. Is there any significant effect of using Arguments on a Card Strategy toward reading comprehension on hortatory exposition text of the second year students at State Senior High School 1 KAMPAR?

C. The Reasons for Choosing the Title

The writer is interested in conducting this research because of some reasons:

1. This research has relationship with the writer' status as a student of English Education Department at State Islamic University of UIN SUSKA.
2. As far as the writer knows, this topic has never been researched yet.
3. The writer wants to find out the effect of arguments on a card strategy toward students' reading comprehension on hortatory exposition text.

D. The Objectives and Significance of the Research

1. The Objectives of the Research

This research is necessarily carried out in order to achieve the objectives as follows:

1. To find out whether there is significant difference of reading comprehension on hortatory exposition text before being taught by using Arguments on a

Card Strategy for experimental class and conventional teaching strategy for control class of the second year at State Senior High School 1 Kampar.

2. To find out whether there is significant difference of reading comprehension on hortatory exposition text after being taught by using Arguments on a Card Strategy for experimental class and conventional teaching strategy for control class of the second year students at State Senior High School 1 Kampar.
3. To find out whether there is significant effect of using Arguments on a Card Strategy toward reading comprehension on hortatory exposition text of the Second year students at State Senior High School 1 Kampar.

2. The Significance of the Research

The research activity is significantly carried out based on the following needs:

1. To give a contribution to English teacher concerning with reading comprehension.
2. To provide useful information for the readers in conducting such as a research
3. To fulfill one requirement to finish writer's study in State Islamic University of Sultan Syarif Kasim Riau.
4. To be beneficial findings in education.

E. The Definition of the Term

In order to avoid misunderstanding and misinterpretation, it would be better for the writer to define a number of terms used in this study.

1. Effect

Effect is means for identifying the strength of the conclusions about group differences or about the relationship among variables in a quantitative study.⁴

2. Arguments on a Card

Arguments on a card is a strategy that has function to provide students the opportunity to explore a controversial topic while differentiating points of view and formulating opinions based upon relevant information. This strategy promotes engagement and encourages critical and complex thinking.⁵

3. Strategy

Strategy is Specific method of approaching a problem or task, mode of operation for achieving a particular end, planed design or controlling and manipulating certain information.⁶

4. Reading

Reading is perceiving a written text in order to understand its contents.⁷

5. Comprehension

⁴ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research. Third Edition* (New Jersey: Pearson Education, 2008) p.639

⁵ Judi Tilton Brunner, *I don't Get It: Helping Students Understanding What they Read* (New York: Rowman & Littlefield Publisher, 2011, www.library.nu (accessed Desember, 2011)

⁶ H. Douglas Brown, *Principles of Language Learning and Teaching*, San Fransisco State university: Longman. 2000, p.113

⁷ Jack C. Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, (London: pearson Education Limited, 2002), <http://www.library.nu> (Accessed Oktober 15th, 2011), p. 443

Comprehension is the identification of intended meaning of written or spoken communication.⁸

6. Hortatory Exposition text

Hortatory Exposition text is the text which represents attempt to bring the reader to do something or act in certain way.

⁸*Ibid*, p.99