

# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

Reading is one important way to improve my general language skill in English, because with reading I can find out about new ideas, facts and experiences.

In teaching English, there are four skills that the students should master at the end of their learning process, they are listening, writing, speaking, and reading.<sup>1</sup> Reading is one of the skills in English teaching learning. In State Senior High School level, one of the most important elements to be acquired in teaching and learning English is reading. According to Kalayo Hasibuan, on this level, learners are expected to be able to use English to survival purpose and to communicate for daily needs such as to read newspaper and manual.<sup>2</sup>

Reading can help students to improve their knowledge, experience, and get much information from the written materials. According to Kalayo Hasibuan, reading is to gain information, knowledge, and criticize a writer's idea and style. Reading can help the students to know about the type of text and to comprehend it.<sup>3</sup>

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<sup>1</sup>H. Douglas Brown. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (New Jersey: Prantice hall, IncEngliwood Cliffs, 1994). P.29

<sup>2</sup>KalayoHasibuan and Muhammad Fauzan A. *Teaching English asForeign Language (TEFL)*. (Pekanbaru: AlafRiau Graha UNRI Press, 2007). P.2

<sup>3</sup>KalayoHasibuan and Muhammad Fauzan A. *Ibid*.P. 114

In order to support students' need toward reading, School Based Curriculum (KTSP) provides reading as one of the English standard competences that must be taught and learned in Senior High School.<sup>4</sup> MAN Lipatkain is one of the schools that uses school based curriculum (KTSP) as its guidance in teaching and learning process. The target of achievement in English competence is hoped more than 70 as KKM. In the syllabus of MAN Lipatkain Kampar Kiri that the students should comprehend monolog text in report, narrative, news item and expository text forms well.<sup>5</sup>

Based on the writer's preliminary research at MAN Lipatkain Kampar Kiri, In teaching expository text, the teacher introduces the material to the students and gives an example. After introducing the material, the teacher asks the students to practice reading expository text individually or group. At the end of the class, the students get feedback toward their reading from the teacher and submit their reading. But, in the fact many students who still do not understand and get difficulties in reading. The fact can be seen the below:

1. The students score: There are 57 students in the class, 20 students get the score > 75, 10 students get 65 and 27 others students get < 60 in daily test.<sup>6</sup>
2. The teacher used a conventional strategy to teach the students reading especially in hortatory exposition text.

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<sup>4</sup> Departemen Pendidikan Nasional. *Standar Kompetensi Mata Pelajaran Bahasa Inggris SMA dan MA*. Jakarta: Balitbang.2003.

<sup>5</sup> Tim Penyusun Sillabus. *Syllabus of MAN Lipatkain Kampar Kiri*. (Lipatkain : Unpublished). 2003.p 4

<sup>6</sup> Nurhayati.S.Pd. *Kumpulan Analisis Nilai Siswa Kelas Dua Man Lipatkain Kampar Kiri* (Lipatkain Unpublished). 2013.p1

Based on the situation above, ideally the students have problems in reading comprehension. the Problems can be shown in the following symptoms:

1. Some of the students are not able to identify the topic of hortatory exposition text.
2. Some of the students are not able to comprehend the main idea or details of hortatory exposition text.
3. Some of the students are not able to identify the generic structure of the hortatory exposition text.
4. Some of students find difficulties in comprehending text, especially in hortatory exposition text.
5. Some of the students are not able to identify the purpose of the hortatory exposition text.

Based on symptoms above, some of the students of the eleventh grade at MAN Lipatkain Kampar Kiri faced problems that should be solved soon. To overcome students' reading comprehension needs an appropriate strategy that can help their problems as a solution. The writer wants to offer an appropriate strategy which can be used to increase students' reading comprehension. One of the strategies that can be used is Chapter Tours strategy. This is a powerful strategy that can help them to comprehend hortatory exposition text. Chapter Tours strategy is a essential study guide that focuses not on content, but

reading comprehension.<sup>7</sup> The purpose of the chapter tours strategy is to understand how to use the features of a text to support understanding.<sup>8</sup>

In relation to the explanation above, the writer is interested in carrying out a research entitled, **“The Effect of Using Chapter Tours Strategy on Reading Comprehension of the Eleventh Grade Students at MAN Lipatkain Kampar Kiri”**

## **B. Definition of the terms**

### 1. Effect

Effect is a measure of the strength of one’s variables effect on another or the relationship between two or more variable.<sup>9</sup> In this research, the effect means the influence of using Chapter Tours strategy toward students’ reading comprehension.

### 2. Chapter Tours

Chapter Tours is a strategy that guides the reader through the chapter by highlighting important features of the text.<sup>10</sup>

### 3. Reading

Reading is an interactive process that goes on between the reader and text, resulting in comprehension.<sup>11</sup> It means the reader should have good

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<sup>7</sup> Fransisca Sanchez. *Interactive Classroom Strategies and structures for Success*. (Associate Supertendent, Acedemics and Professional Development San Francisco Unified District: 2010).P 135

<sup>8</sup> Judy Tilton Brunner. *Now I Get It, Differentiate, engage, and Read for Deeper Meaning*. (A Wholly Owned Subsidiary of the Rowman and Little field Publishing Goup Inc, Printed United States of Ameica: 2012) P131

<sup>9</sup> Jack C. Richard Schmidt. *Longman Dictionary of Language Teaching and Applied Linguistic.Third Edition*.(New York, Pearson Education : 2002). P. 175

<sup>10</sup> Buehl, Douglas.*Classroom Strategies for Interactive Learning*.Neward,DE: International Reading association. 2001.p. 1

<sup>11</sup> Kalayo Hasibuan and Muhammad Fauzan anshari, *Op. Cit.* p. 115

comprehension and between reader and the text should have good relationship each other.

#### 4. Comprehension

According to Jack C. Richards, comprehension means an exercise given to the students to test how well they understand written or spoken language. <sup>12</sup>Without comprehension the readers are not able to find out the meaning of the text.

### **C. The Problem**

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

Based on the explanation above, the writer identifies some problems as follows:

- a. Why are some of the students unable to identify the topic of hortatory exposition text?
- b. Why are some of the students unable to identify the main idea of hortatory exposition text?
- c. Why are some of the students unable to identify the generic structure of hortatory exposition text?
- d. Why are some of the students unable to identify the language feature of hortatory exposition text?
- e. Why are some of the students unable to identify the purpose of hortatory exposition text?

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<sup>12</sup>Jack C. Richard Schmidt. *Op.Cit.* p.443

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

To make the problem clear, it is necessary for the writer to limit the problem. There are two types of exposition text, they are analytical exposition text and hortatory. In this research, the writer chooses Hortatory exposition text by considering that it is the most difficult text for students and it is taught at second semester where the writer plans to conduct the research. To solve this problem the writer used chapter tours strategy, this is a strategy that can help students to comprehend the hortatory exposition text and the writer consider chapter tours strategy to improve students' reading comprehension on hortatory exposition text.

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

Referring to the identification of the problems above, the problems of this research can be formulated in the following research questions:

- a. How is the students' reading comprehension on hortatory exposition text taught by using Chapter Tours strategy of the eleventh grade students at MAN Lipatkain Kampar Kiri?
- b. How is the students' reading comprehension on hortatory exposition text taught by using conventional strategy of the eleventh grade students at MAN Lipatkain Kampar Kiri?
- c. Is there any significant effect of using Chapter Tours strategy on reading comprehension on hortatory exposition text of the eleventh grade students at MAN Lipatkain Kampar kiri?

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

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

- a. To find out how the students' reading comprehension on hortatory exposition text taught by using Chapter Tours strategy of the eleventh grade students at MAN Lipatkain Kampar Kiri is.
- b. To find out how the students' reading comprehension on hortatory exposition text taught by using conventional strategy of the eleventh grade students at MAN Lipatkain Kampar Kiri is.
- c. To find out whether there is a significant effect of using Chapter Tours strategy on reading comprehension in hortatory exposition text of the eleventh grade students at MAN Lipatkain Kampar Kiri.

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

- a. To enlarge the researcher's knowledge about the use of Chapter Tours strategy toward students' reading comprehension on hortatory exposition text.
- b. To give some information to the teacher and school about the use of Chapter Tours Strategy.
- c. To give the positive contribution in learning process in reading subject of the eleventh grade students at MAN Lipatkain Kampar Kiri
- d. To provide useful information for the readers in conducting another research.