

CHAPTER I

INTRODUCTION

A. Background

Reading is one of the important skills learned by students, and one of the ways used by students to get knowledge and information. So, it is one of the skills which must be mastered by all students as language learners even though it cannot be separated from the other skills, listening, speaking, and writing. According to Brown, “There are four skills which are the students should master well at the end of the learning process and they are integrated; they are listening, speaking, reading, and writing.”¹

Reading is an activity to get knowledge and information by comprehending a text. It is not only to get knowledge but also to entertain students themselves. By reading, the students will attain the ideas that they want and will be able to use their ideas when they need. As the students, they can get many advantages of reading such as: reading increase students’ knowledge, gives them the excellent notions, and also makes them enjoy in reading. Remaining that reading has many advantages and it is very crucial in students’ life, a teacher should guide the students to be good readers in order to avoid students’ misunderstanding in reading. Nation states: “a crucial part of reading is an ability of being able to

¹ H. Douglas Brown. *Teaching by Principles an Interactive Approach to Language Pedagogy*. New Jersey: Prentice Hall Regents. 1994. P.232

recognize written forms and to connect them with their spoken forms and their meanings”.²

In the process of English language teaching in Indonesian Educational Institution (starting from the lowest to the highest levels of education), reading skill is one of the skills that must be mastered by each student for all levels. To master reading skill, the students need several effective strategies to comprehend the texts in order to get the clear information. As a crucial skill, the students should be the good readers to understand about the texts well. It is also pointed out by Klingner: “a good reader is a student who is able to coordinate the ideas in the text, understand, and also respond, and remember what he read.”³

Islamic Senior High School Al Huda Al Ilahiyah is one of the formal schools in Indragiri Hilir regency. As a formal school, Islamic Senior High School Al Huda Al Ilahiyah is conducting English language teaching to students, especially reading skill. Based on the School-Based Curriculum (*KTSP*), the general goals of learning English in Senior High School are as follows:

1. Developing communicative competence in oral and written form to achieve informational level
2. Having awareness about the sense and the significance of English in order to increase national competence in global society

² I. S. P Nation. *Teaching ESL/EFL Reading and Writing*. New York: Routledge. 2009. P.9

³ Janette K. Klingner, et al. 2007. *Teaching Reading Comprehension to Students with Learning Difficulties*. New York: The Guilford Press. 2007. P.3

3. Developing students' understanding about the relationship between language and culture.⁴

Besides, the specific goals related to School-Based Curriculum (*KTSP*), especially in reading is the students are able to understand, identify, and also comprehend the meaning of report, procedure, narrative, analytical exposition, spoof, procedure, news item, and hortatory exposition text in daily life. It is clear that reading skill requires some aspects which should be mastered by students.

Based on preliminary observation on July 2013, in Islamic Senior High School Al Huda Al Ilahiyah, English is taught three times a week with duration 45 minutes. In addition, the teacher of English uses several strategies such as three phase technique, read aloud, and lecturing strategy in the classroom. First, the teacher asked students to read the text, and then, asked them to translate the text, and then asked them to answer the questions. Finally, the teacher concluded the material.

From the explanation above, ideally the students at the eleventh grade of Islamic Senior High School Al Huda Al Ilahiyah were able to understand the topic of reading well. But, in preliminary observation, the writer still found some students facing some problems and difficulties in learning reading. Students' reading skill is still far from school expectation. It shows that even though students are taught maximally for long time, they still have many difficulties to comprehend the texts and

⁴Depdiknas. *Kurikulum Tingkat Satuan Pendidikan (KTSP) 2006*. Jakarta: Unpublished. 2006.

also to get their own minimum criteria of passing grade. Even, some of them cannot achieve it. The minimum criteria of passing grade in Islamic Senior High School Al Huda Al Ilahiyah is 70.

The eleventh grade students at Islamic Senior High School Al Huda Al Ilahiyah still had difficulties in learning English, especially in term of learning to read. The following are the problems that the writer found during her preliminary study at the school:

- a. Some of the students are not yet able to comprehend hortatory exposition text.
- b. Some of the students are not yet able to get the main point of hortatory exposition text.
- c. Some of the students are not yet able to get the detail information of hortatory exposition text.
- d. Some of the students are not yet able to identify the generic structure of hortatory exposition text.
- e. Some of the students still have lack of vocabularies.
- f. Some of the students get the low score in exercises.
- g. A teacher uses the less appropriate strategy.

Based on writer's preliminary observation above, it was known that the teacher of English at Islamic Senior High School Al Huda Al Ilahiyah used the less appropriate strategy. However, based on the phenomena that the writer found, the writer would like to offer a different strategy. The strategy is Prepare, Structure, Read, and Think (PSRT)

strategy. PSRT strategy is a good strategy to improve students' reading comprehension. According to Katherine:

“This strategy is applied to better students' reading comprehension. The purpose of this strategy is to improve students' comprehension and their critical thinking skills. This strategy is designed for use with subject area lessons that require students to learn from expository textbooks.”⁵

Based on the phenomena depicted above, it can be concluded that some of the students were still problematic in term of reading skills. Thus, the writer is interested in investigating the problems above into a research entitled: **“The Effect of Using Prepare, Structure, Read, and Think Strategy on Students' Reading Comprehension on Hortatory Exposition Text at Islamic Senior High School Al Huda Al Ilahiyah Indragiri Hilir Regency.”**

B. Problem

1. Identification of the Problem

Based on the background illustrated above, it is very clear that some of the students at Islamic Senior High School Al Huda Al Ilahiyah still have difficulties in learning English, especially in term of reading comprehension. To make the problems of this research clearer, the problems of this research are identified as follows:

- a. Some of the students are not yet able to comprehend the hortatory exposition text.

⁵Wiesendanger, Katherine .*Strategy for Literacy Education*. New Jersey Columbus: Merrill Prentice Hall. 2001. P.188

- b. Some of the students are not yet able to get the main idea of hortatory exposition text.
- c. Some of the students are not yet able to get the detail information of hortatory exposition text.
- d. Some of the students are not yet able to identify the thesis, arguments, and recommendation of hortatory exposition text.
- e. Some of the students still have lack of vocabulary.
- f. Some of the students get the low score in exercises.
- g. A teacher uses the less appropriate strategy.

2. Limitation of the Problem

Based on the problems identified above, the writer focuses on the students' difficulties to comprehend the hortatory exposition text and the strategy uses by the teacher. Therefore, the writer uses Prepare, Structure, Read, and Think strategy on the students' reading comprehension on hortatory exposition text of the eleventh grade at Islamic Senior High School Al Huda Al Ilahiyah.

3. Formulation of the Problem

1. How is the students' reading comprehension on hortatory exposition text taught by using Prepare, Structure, Read, and Think strategy of the eleventh grade students at Islamic Senior High School Al Huda Al Ilahiyah?

2. How is the students' reading comprehension on hortatory exposition text taught without using PSRT strategy of the eleventh grade students at Islamic Senior High School Al Huda Al Ilahiyah?
3. Is there any significant difference between the students' reading comprehension on hortatory exposition text taught by using PSRT strategy and taught without using PSRT strategy of the eleventh grade students at Islamic Senior High School Al Huda Al Ilahiyah?

C. The Reason for Choosing the Title

There are some reasons why the writer is interested in carrying out this research based on the following reasons:

- a. The title of the research is relevant with the writer's status as a student of English Education Department.
- b. The title of the research is not yet investigated by other previous researchers.
- c. The location of the research facilitates the writer in conducting the research.

D. The Objectives and Significance of the Research

1. The Objectives of the Research

- a. To find out the students' reading comprehension on hortatory exposition text taught by using Prepare, Structure, Read, and Think (PSRT) strategy of the eleventh grade students at Islamic Senior High School Al Huda Al Ilahiyah.

- b. To find out the students' reading comprehension on hortatory exposition text taught without using PSRT strategy of the eleventh grade students at Islamic Senior High School Al Huda Al Ilahiyah.
- c. To find out the differences between the students' reading comprehension on hortatory exposition text taught by using PSRT strategy and taught without using PSRT strategy of the eleventh grade students at Islamic Senior High School Al Huda Al Ilahiyah.

2. Significance of the Research

Hopefully, the research findings are expected to be:

- a. Very meaningful, especially for the writer as a novice researcher in term of learning how to conduct the research,
- b. Valuable input for both students and teachers of English of the eleventh grade at Islamic Senior High School Al Huda Al Ilahiyah as a consideration for the following teaching points,
- c. Meaningful, especially for those who are concerned with teaching and learning of English, and
- d. Meaningful input for both practical and theoretical development of Teaching English as a Foreign Language (TEFL) and Teaching of English to Speakers of Others Languages (TESOL).

E. The Definition of Term

There are some terms applied in this research. Thus, to avoid misunderstanding toward the terms, the following definitions are necessary:

a. Prepare, Structure, Read, and Think (PSRT) Strategy

According to Simons: “PSRT strategy is reading comprehension strategy designed for use with subject area lessons that require students to learn from expository textbooks”.⁶ However, in this research it refers to a strategy used by the writer to find out the significant differences between students’ reading comprehension on hortatory exposition text taught by using PSRT strategy and taught without using PSRT strategy of the eleventh grade at Islamic Senior High School Al Huda Al Ilahiyah.

b. Reading comprehension on hortatory exposition text

According to Richards and Schmidt, “Reading is perceiving a written text in order to understand its contents. This can be done silently (silent reading). The understanding that results is called reading comprehension.”⁷ Reading comprehension on hortatory exposition text is the capability of students to comprehend and to understand hortatory exposition text. However, in this research it refers to the students’ reading comprehension on hortatory exposition text at the eleventh grade at Islamic Senior High School Al Huda Al Ilahiyah Indragiri Hilir Regency.

⁶Sandra McCandless Simons. *PSRT: A Reading Comprehension Strategy*. IRA. 2011. <https://www.google.com/#q=PSRT+strategy>. .

⁷Jack C. Richards and Richard Schmidt. *Longman Dictionary of Language Teaching and Applied Linguistics*. Third Edition. London: Pearson Education Limited. 2002. P. 443