

# CHAPTER I

## INTRODUCTION

### 1.1 The Background of the Study

One of the features in the learning process at Curriculum 2013 is to emphasize language skills as a communication tool, knowledge bearer and logical thinking, systematic thinking, and creativity. Language skills are classified into four fundamental categories such as listening, speaking, reading and writing. According to Husain (2015), speaking and writing are classified into productive skills or active skills. Learner's construct sounds when they are speaking, and signifiers when they are writing. That is why speaking and writing are classified as productive skills. On the other hand, listening and reading are categorized as receptive skills since the learners specifically receive information through listening and reading.

As stated by Kemendikbud in *Konsep dan Implementasi Kurikulum 2013*, the ability to read and reading comprehension emerge as one of the required components within the national education curriculum in Indonesia. In learning language, students are expected to get used to read and comprehend texts with summarize and rewrite texts based on their own words. Yet, one of processes of assessment in Curriculum 2013, states in *Press Workshop: Implementasi Kurikulum 2013*, is focused on questions which need a deep comprehension (not only questions which lay on memorizing the information).

Harmer (2007) states that reading is essential. To begin with, it is advantageous to the student's personal life. Reading English texts can produce a positive effect on students' future studies and careers, or it can simply be a pleasurable experience. Second, reading can improve students' writing abilities, spelling, and vocabulary knowledge, which is beneficial to their language acquisition.

Reading focuses on several methods. Reading comprehension is the most significant one. Reading comprehension is a cognition process. It involves connection among the learners' studies, the learner's experiences, and the learner's prior knowledge in order to form the text's meaning. Smith (1997) defines that reading comprehension is a productive process in which the learners interpret the text and adjust the text based on learners' prior knowledge.

Durkin and Dolores (1995) mention that reading comprehension consists of three substantial aspects specifically vocabulary understanding, sentence understanding and paragraph understanding. There is various genre of text in English, but this research focuses on genre of arguing especially analytical exposition text. Analytical exposition text is a text that emphasizes learners on presenting an opinion and supporting it with evidence.

In the syllabus of English subject, analytical exposition text is introduced to students in the second level or eleventh grade of Senior High School.

Students should be capable of contextual meaning understanding regarding social functions, generic structure, and language features of analytical exposition text both verbally and written after finishing this material.

The early data was collected at SMA Negeri 1 Bangun Purba, particularly in the eleventh grade, the second social class. In teaching reading comprehension, the teacher asks certain students to read the entire material out first, and the teacher corrects students' pronunciations as well if they say something incorrectly. After that, the teacher instructs the students to identify words that they consider important. The teacher instructs them to uncover the meanings from dictionary, subsequently, they must respond to the reading comprehension question. This method is commonly used by teachers while teaching reading comprehension.

Unfortunately, there were only four students out of thirty-three in that class received the required minimum score of seventy. Meanwhile, twenty-nine students failed to reach the requirement. They were unable to comprehend the analytical exposition text. According to the teacher, this is the lowest level of performance compared to other texts.

Based on the issues, it is clear that the teacher would have to put in a lot of effort in teaching students to read analytical exposition texts in order to accomplish the objectives of basic competence. As a result, the researcher chooses to undertake a study to identify strategies used by teachers to assist students in reading analytical exposition texts.

## 1.2 The Problems of the Study

Based on the background of the study, the problems of the study are formulated as follows:

1. What strategies does the teacher apply in teaching reading comprehension of analytical exposition text.
2. What problems do students have about reading comprehension of analytical exposition text towards the teacher's strategies.

## 1.3 The Objectives of the Study

Related to the problems of the study, the objectives of the study are intended to find out:

1. Teacher's strategies in teaching reading comprehension of analytical exposition text.
2. Students' problems in reading comprehension of analytical exposition text towards the teacher's strategies

## 1.4 The Scope of the Study

This research concentrates in observing an English teacher's strategies in reading comprehension of analytical exposition text.

### **1.5 The Significances of the Study**

Theoretically, the findings of this research will contribute to either strengthening or modifying the aspect of teacher strategies in teaching reading analytical exposition text.

Practically, the findings will be useful for English teachers or English teacher candidates to gain more information about teaching reading strategies so that they can improve themselves to be able to handle it more. For other researchers, this finding can be beneficial as a further research guidance. The findings of this study will contribute to teacher strategy research and provide an evidential framework for needs analysis in English classes. For students, this research can be beneficial because by applying the appropriate strategy, students can learn effectively. For the researcher, this research will be useful to complete the researcher's study. This study will help to improve critical thinking skill and analyse data. This study will help as well to gain a better understanding of the issues that arise in English language teaching in Indonesia.

