

CHAPTER I

INTRODUCTION

A. The Background of the Study

One of the foreign languages which are taught in Indonesia is English. It has been taught in senior high school and it is used internationally by people with different first language background. Teaching English as a foreign language in senior high schools aims at providing the students to achieve communicative competence in language skills such as speaking, writing, listening, and reading. Speaking and writing are considered as productive skills, while reading is one of the receptive skills together with the listening. All of them are related and influenced each other. Among them reading is by far the most important one (Carrell et al, 1988) because reading is considered as key of knowledge. Through reading, students expose themselves with new things and broaden their horizon by giving an access to new information.

Reading is one of the skills that must be taught in language teaching because reading is greatly contributes to enlarge vocabulary and knowledge for the students. Reading generally defines as a process of identifying written or printed text to understand its meaning. Understanding the written word is one of the most essential components in reading. Students can obtain the knowledge if they have an ability to read and to understand the information contained in the text. The goal of reading is being able to get the meaning of text which is

commonly called comprehension. In teaching reading, teachers should realize the goal of reading process is comprehension.

Comprehension is the ability to understand what is being read. To comprehend a written text, the readers need to have background knowledge, vocabulary, grammatical knowledge and experience with the text (Pang et al, 2003). To understand a text, the readers also need to activate their prior knowledge which is called as schemata, because the meaning of text does not laid in the text itself, but the reader have to build the meaning from what they have already known about the text. The importance of prior knowledge in reading has been demonstrated trough research which is conducted by Anderson and Pearson (1984). According to them, the readers' schemata are function to processing the new information contained in the text. The readers understand what they read because it relates to what they have already known. Their existing knowledge about a particular topic will help them to draw an understanding of the text they read. Reading comprehension skills are important for students to become effective readers.

Based on the Departement Pendidikan Nasional, teaching reading comprehension has been concentrated on the use of genre. One of the text genres which is learned by the eleventh grade students in reading according to the current curriculum (Kurikulum 2013) is analytical exposition. Analytical exposition text is a text that elaborates the writer's idea, point of view and argument about a problem surrounding. The basic competences of teaching reading for analytical

exposition based on the K13 are to know the purpose, understanding the generic structure, and knowing the language features of analytical exposition text. Teacher should know how to teach analytical text genre to the students. It is very necessary for teacher to introduce them with those three elements in order to increase students' knowledge about analytical exposition text and how those elements can help and guide the students to comprehend a text especially for its text structure. The teachers should provide a clear explanation how a text is organized by gaining students' awareness on the text structure to build a text and how that text structure can help the students to get the key information of the text easily.

Analytical exposition text is more challenging than other kind of texts. For some reasons, analytical exposition text structure is more challenging for students since they only introduce with a sense of narrative text structure when they were at elementary school (Williams et al, 2004). Furthermore, the vocabulary and the connection between ideas in analytical exposition text are not simple and familiar as in many kind of texts (Duke and Kay, 1998). Whereas, analytical exposition text is only been taught when they are at the eleventh grade of SMA. Therefore, most students still failed at comprehending an analytical exposition text. Besides that, it was also due to the use of inappropriate ways to teach reading for analytical exposition text. As stated above, analytical exposition is a kind of text genres, whereas teachers too often teach reading without attention to genre (Duke et al, 2012). It is very necessary for teacher to know how to teach genre for students and how those knowledge of genre can facilitate reading comprehension. When teaching a genre, teacher should introduce the students with the three

elements of genre namely: the purpose, the text structure, and the language features of text.

To teach reading, the teachers not only tell those elements of genre but they have to provide information that the genre knowledge can assist the students to comprehend a text especially for its text structure. Some teachers still stick with traditional ways in teaching reading. For instance, the teacher asked the students to read the text, asked them to translate it into Bahasa, and then the students would be asked questions related to the passage. These activities do not give any significant effect for students to enhance their comprehension; instead they only know the meaning of word by word in the text. The students also do not aware of the text structure to build a text which is considered as a guide to find the key information of the text. The students cannot comprehend a text easily when they do not know how a text is organized.

The research which is conducted by Arianti and Tiarina (2014) found that the problems found in the field when teaching reading of analytical exposition text was the difficulty of students to identify the main idea of the text and the generic structure of analytical exposition text. Veneranda (2014) in her study also found that the teacher merely asked the students to read the text and find unfamiliar words. Then the students would be asked to translate the text. After that, the teacher gave test related to the information in the text. The tendency of teachers to asked the students translating the text from English into Bahasa only help the students to get the literal meaning of the text and only help them to

answer the question which is explicitly written on the text. As the result, the students tend to have poor reading comprehension.

Teachers play a very important role in determining the student's success in comprehending analytical exposition text. The teachers should guide the students how to construct meaning of a text, how to explain the social function of analytical exposition text, how to identify the generic structure of analytical text, and how to determine the characteristic of language features used in analytical exposition. The teachers not only telling them the knowledge of genre itself, but the teacher should also informing them how that knowledge can facilitate comprehension. This is not an easy task for teachers. Students find it difficult to comprehend analytical exposition text when they only informed the definition and the generic structure of analytical exposition. While the teachers as contributor of knowledge must help them to cope with it. How the teachers teach reading comprehension is based on the way she/he used to teach reading comprehension itself. The student's success to comprehend the text is based on the teachers' abilities to teach reading of any kind of genres.

Based on the explanation above, the researcher focused her study to investigate how the teachers teach reading comprehension of analytical exposition text and why the teachers teach the way they do.

B. The Problems of the Study

The research problems of the study were formulated on these following questions:

1. How do the teachers teach reading comprehension of analytical exposition text to the eleventh grade students of SMA?
2. Why do the teachers teach the way they do?

C. The Objectives of the Study

The objectives of this study were:

1. To describe how the English teachers teach reading comprehension of analytical exposition text at the eleventh grade students of SMA.
2. To reveal the reasons of why the teachers do that way.

D. The Scope of the Study

The main scope of this study were how the teachers teach reading comprehension of analytical exposition and the reasons of doing that way in the process of teaching reading comprehension of analytical exposition text at the eleventh grade students of SMA.

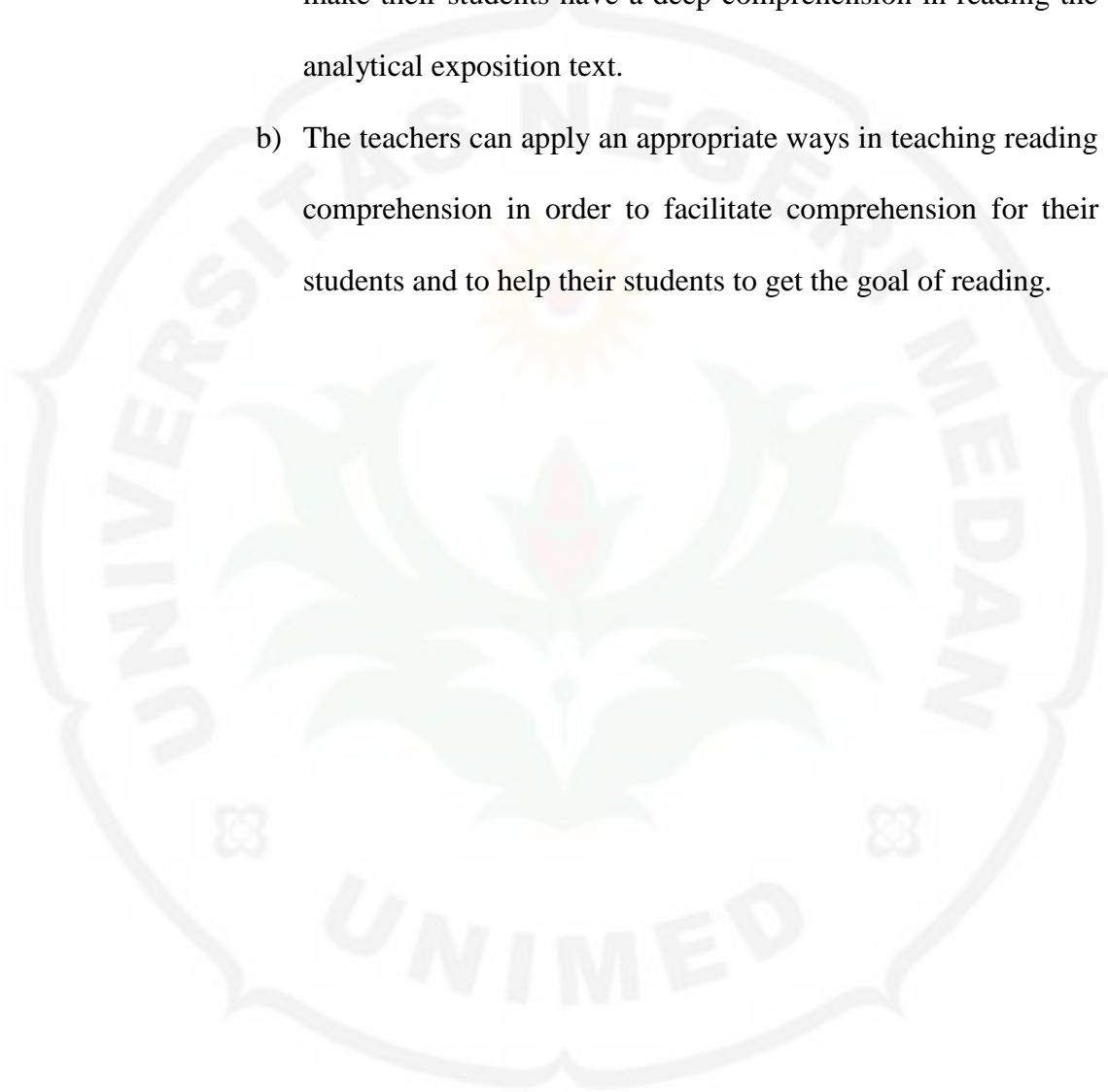
E. The Significances of the Study

The findings of this study were intended to be useful for:

1. Theoretically: as an additional reference for the further researchers who want to conduct a research in reading comprehension.
2. Practically
 - a) The research findings can give some benefits for the teachers in teaching reading comprehension. English teachers know how to teach reading comprehension of analytical exposition text to

make their students have a deep comprehension in reading the analytical exposition text.

- b) The teachers can apply an appropriate ways in teaching reading comprehension in order to facilitate comprehension for their students and to help their students to get the goal of reading.



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