

## CHAPTER I

### INTRODUCTION

#### **A. The Background of the study**

As an international language, English is used to communicate with all people around the world. In Indonesia English has been taught as a foreign language. The people should master English started from the primary students to the university level. The government, education ministry established English as a compulsory subject in schools so that all students have to learn English. By learning English, the students will comprehend many texts from all over the world to support their learning process. It can be concluded that English has an important role in education. Because of it, people have to learn and master English to face the world globalization.

In English there are 4 skills that should be learnt by the learners. They are speaking, listening, writing and reading. Each skill has the difficulties itself in understanding it. Not only in understanding each skill but also in teaching the skill also has different difficulties. It is different ways to teach speaking, to teach listening, to teach writing and to teach reading.

Teaching is an essential part of education. Teaching has the special function which transfers the knowledge, develops understanding and builds the characteristic and someone's behavior. Gage (2009) argues that teaching is a form of interpersonal influenced aimed at changing the behavior potential of another person. Teaching is not an easy activity to do. The people who do the teaching activity calls teacher and the people who are teach by the teacher normally called

students. The process of teaching related to transfer the knowledge, develop understanding and skill and to build the characteristic and behavior of someone the teacher must to be qualified and mastery the things related to teaching.

Teaching refers to the work of teachers in transferring knowledge to students. Teaching is the way of showing or helping someone to learn, how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand. So from the understanding can be concluded that a teacher should be creative and active to help the students know something that they never know before or improve their prior knowledge. In this research the researcher will be focused on the teachers in teaching reading comprehension to the students.

Reading can be challenging, particularly when the material is unfamiliar, technical, or complex, Danielle (2007). When someone read a text, it is not just read the text word by word. They need to comprehend the text deeply to understand what it is said in the text. To get the point, to get the information in the text, the readers are not only read the text word by word but also they need to go beyond the text to get it. The students who like reading will get knowledge and new insight which improve their intelligence so that they are more ready to face life challenge in the future. But all knowledge can't get if it's just reading without reading comprehension or read with deep comprehending the text.

The reader brings to the act of reading his or her cognitive capabilities (attention, memory, critical analytic ability, visualization); motivation (a purpose for reading, interest in the content, self-efficacy as a reader); knowledge

(vocabulary and topic knowledge, linguistic and discourse knowledge, knowledge of comprehension strategies); and experiences as mentioned by Snow (2011). In the process of reading the reader needs the comprehension to get the meaning inside the text. It is commonly called reading comprehension. Klinger (2007) asserts that reading comprehension involves much more than readers' responses to text. Reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).

The reality showed that many students are failed in reading comprehension because they are not taught reading well especially in hortatory exposition text. Senior High School Curriculum has been recognizes the act of reading comprehension as part of the language learning process. With regard to a need of the reading comprehension of the students, School Based Curriculum (KTSP) presents a syllabus English subject of Senior High School that entrusts some indicators of successful in teaching reading comprehension. This can be used by the teacher as guidance in the teaching process of reading comprehension to the students. But the reality that some of the teachers usually orients to the students textbook in teaching reading. The teachers just follow the material of the textbook by reading the text translating into bahasa indonesia and then answer the questions related to the text. These activities do not give any influence for improving student's ability in reading comprehension because it cannot give contribution to students; it makes the students only passive in the teaching learning process. It

means more teachers focus on teaching “reading” not “understanding” or “comprehending” as the consequence and also more teachers just help the students to comprehend the certain text and help them to answer the questions from the text. As a result, the students tend to have poor reading skill and habits or in other word the students cannot be an independent reader. So if the students are given other text, they cannot comprehend the text without their teacher’s help.

The teaching of reading comprehension as one of the language competency in English is considered being important as through reading, the students will be easier to add and get the new information from any kind of text. The reading comprehension activity is also expected to make reading as the students’ habit and make the students able to understand the text meaning and represent what they have read in their own language through creative and innovative teacher in the teaching reading comprehension process. But in fact as explained before that students tend to have poor reading skill and habits. This indicates that the teaching of reading comprehension should be improved.

From the previous study about the teaching reading comprehension of hortatory exposition text by using skimming and scanning to the eleventh grade students at SMAN 7 Kediri done by Novia (2015) found that the students reading comprehension is better when the teacher applied skimming and scanning. The fact is also found that mostly the students nowadays are lazy to read a long text such as hortatory exposition.

Based on the background above, the writer was interested to conduct this study to investigate the realization the teaching of reading comprehension of

hortatory exposition text to the eleventh grade teachers. This study would be conducted in SMA Methodist 8 Medan to 11<sup>th</sup> Grade English teachers.

### **B. The Problems of the Study**

The problems of the study were formulated as follow:

1. How do the teachers teach reading comprehension of Hortatory Exposition text to the students?
2. Why do the teachers teach the way they do?

### **C. The Objectives of the Study**

In relation to the problems, the objectives of the study were:

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

### **D. The Scope of the Study**

This study was limited to describe the way of teaching reading comprehension of hortatory exposition text and the reasons of doing it to the eleventh grade students in SMA Methodist 8 Medan. The research is focused in the process of teaching reading hortatory exposition text.

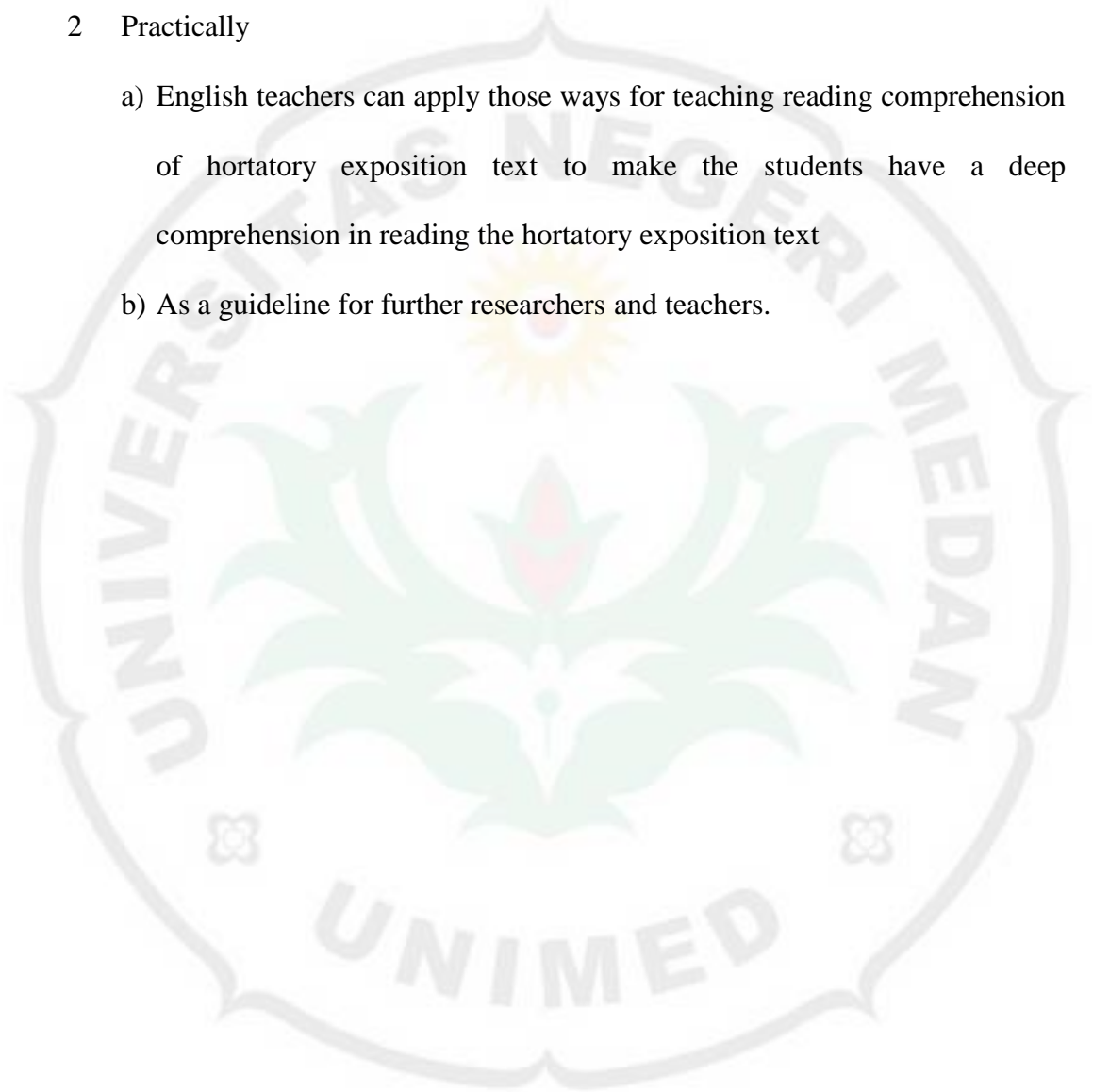
### **E. The Significance of the Study**

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

- 1 Theoretically: as an additional reference for those who want to conduct a research of teaching reading comprehension

2 Practically

- a) English teachers can apply those ways for teaching reading comprehension of hortatory exposition text to make the students have a deep comprehension in reading the hortatory exposition text
- b) As a guideline for further researchers and teachers.



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