

## **CHAPTER I**

### **INTRODUCTION**

In this chapter presents: (1) background; (2) problems of the study; (3) objectives of the study; and (4) significances of the study.

#### **1.1 Background**

Language is the tool of people to communicate each other. Algeo (2010) argue that language is a system of conventional vocal signs by means of which human being communicate. It has an important role for human life because through language people can express their ideas, emotion and desires.

One of languages is English. Hellinger and Bufsmann (2001) state that English today serves as the lingua franca of diplomacy, government, science, commerce, and scholarship. As communication language in the world, English is very important. Harmer states that international trade and diplomatic relationship also use English as communication tool (as cited in Astrid, 2011).

As global language, English is taught in every country over the world, including Indonesia. In Indonesia, English is taught in formal and informal schools. In formal school, English has been taught from elementary, junior high school until senior high school. Matarrima and Hamdan (2011) state that the teaching of English has become increasingly important as a first foreign language in Indonesia. According to Depdiknas (2006), there are four competences in English subject that students should be mastered, they are: listening, speaking, reading, and writing (as cited in Carolina, 2017, pp. 46-47). Richard and Renandya (2002) state that in many second or foreign language teaching

situations, reading receives a special focus. Many foreign language students often had reading as one of their most important goals. Shafaei (2010) argues that reading has been considered as the most important skill for second language learners in academic context. In addition, Anderson (2003) states that reading is essential skill for learners English. They want to be able to read for information and pleasure, for their career, and for study purposes. But to have good reading skill is not easy. One of reading problems is students' motivation. Morrow, Wixson and Shanahan (2013) argue that students who lack of engagement and motivation often struggle with reading. So that, they feel difficult to comprehend the reading text, share their idea, feel lazy to read and are not motivated to follow teaching and learning process. In addition, Alvermann and Earle state that without the skill of reading comprehension and motivation to read, students' academic progress can be limited (as cited Yusuf, Yusuf, Yusuf, and Nadya, 2017, p. 45). So, Wlodkowski argues that being motivated meant being purposeful (as cited in Arib, 2017, p. 6). Moreover, Broussard and Garrison defined motivation as the attribute which moves an individual to do or not to do something (as cited in Abrar, Mukminin, Habibi, Asyraf, Marzulina and Makmur, 2018, p. 130). Because of that, teacher should apply effective and innovative strategy in teaching reading in order to make students interested in reading.

In curriculum 2013 of senior high school especially for the eleventh grade students, there were three kinds of texts reading that should be learned by the students. They were narrative, spoof, and hortatory exposition texts. Hortatory exposition text was important to learn because Parris and Headley (2015) mention

that we embrace the notion that students should be taught to comprehend informational text, and we agree that early exposure to expository text is essential. But between the texts also hortatory exposition text is the most difficult to understand for students. According to Flippo (2014) students generally have much more limited experiences with expository text than with narratives, and he also states that expository text is less predictable, less familiar, and contains many more text structure than narrative text.

It also happens to eleventh grade students at SMA IBA Palembang. Based on the information acquired by having conducted informal interview with the teacher of English at SMA IBA Palembang, the teacher said that the students still face some problems and difficulties in reading hortatory exposition text. The difficulties were: (1) student lack of creativity in finding and expressing main idea in hortatory exposition text (2) if it was compared with the other texts which often learned in previous levels, hortatory exposition was more difficult for the students, (3) it was difficult for students to recall the information after reading the text so that, the students get difficulty to remember the key point of the text.

To solve the problems above, researcher used an appropriate strategy to make the student interested in learning process. As defined by Sudrajat, methods and strategies are used various and got possible include inculcation (opposition to indoctrination), modeling, facilitating the value, and the development of soft skill which include to think critically, creatively, communicate effectively, and solve the problem (as cited in Murtako, 2015, p. 156). One of strategies that is used by the teacher in teaching reading was discussion web strategy. Discussion web

strategy was designed to include all students in active participation in class discussion. This strategy helped students to understand the written text and comprehend about what they have read.

Based on the background above, the researcher is interested in doing the research entitled **“Teaching Hortatory Exposition Reading by using Discussion Web Strategy to the Eleventh Grade Students of SMA IBA Palembang”**

## **1.2 Problems of the Study**

The problem of the study is formulated in the following questions:

1. Is there any significant difference on the eleventh grade students' hortatory exposition reading achievement of SMA IBA Palembang between the students who are taught by using discussion web strategy and those who are not?
2. Is there any significant difference on the eleventh grade students' hortatory exposition reading achievement in good, average, and poor categories between those who are taught by using discussion web strategy and those who are not at SMA IBA Palembang?

## **1.3 Objectives of the study**

Based on the problems above, the objectives of this study are to find out:

1. Whether or not there is a significant difference on the eleventh grade students' hortatory exposition reading achievement of SMA IBA Palembang between the students who are taught by using discussion web strategy and those who are not.

2. Whether or not there is a significant difference on the eleventh grade students' hortatory exposition reading achievement in good, average, and poor categories between those who are taught by using discussion web strategy and those who are not at SMA IBA Palembang.

#### **1.4 Significance of the study**

The significance of this study was useful for teachers, the results was incorporated into teaching reading. They got valuable information of the effectiveness of teaching reading comprehension by using discussion web strategy. The teachers of English can read the results of this research and get a new strategy in teaching reading comprehension.

This research also helped the researcher had a deeper understanding on how students' problems in reading comprehension, especially reading hortatory exposition text. The result made the writer understand about a good teaching method in teaching hortatory exposition text. Therefore it informed the effect of this strategy towards student's achievement in reading hortatory exposition text.

While for students, by applying this strategy, they understand how to comprehend reading text especially in hortatory exposition text. The students got more motivation in studying English by using discussion web strategy.

And for next researchers, they got knowledge more in teaching hortatory exposition text by using discussion web strategy. And it was useful for theoretical references for the next studies.