

# **CHAPTER I**

## **INTRODUCTION**

This chapter presents: (1) background, (2) problems of the study, (3) objectives of the study and (4) significance of the study.

### **1.1 Background**

Language is very important for human being. It can help people to communicate and express their ideas, thoughts, feelings and desires to each other around the world. Brown (2007) states “language is a special skill which is complex to communicate ideas or feelings by using signs, voices, gestures or codes” (p. 6). From the statements above, it can be explained that without language, we cannot communicate well, even we cannot understand each other.

One of the languages used by most countries among other languages in the world is English. Crystal describes there are two main ways to make English possible as a “global language”. Firstly, English can be made the official language as “first language” or “second language” of a country, to be used as a medium of communication in such domains as government, the law courts, the media, and the educational system. Secondly, English can be made a priority in a country’s foreign language teaching (as cited in Putra and Marzulina, 2015, p. 186). It becomes the language which children or adults are most likely to be taught in school. Crystal (1997) also defines “English is an international language which has achieved genuinely global status by developing a special role that is recognized in every country” (p. 5). It means English plays a crucial role in many aspects of human life. It is related to Harmer that English is a worldwide language

spoken throughout all parts of life, such as in the arts, sciences, human sciences, travel and the social science (as cited in Astrid, 2011, p. 176).

In Indonesia, the government emphasizes that English becomes one of the priority subjects at school. Ramelan (1992) states “English has been taught in Indonesia as the first foreign language since the proclamation on the 17<sup>th</sup> of August 1945” (p. 1). It is taught as a prior subject in junior high school, senior high school and in universities or institutes for several terms, and also it has been tried to be taught to the students of some elementary schools. For students of junior high school to senior high school English is considered as an important subject to learn because English subject is one of the subjects in national examination.

English is divided into four skills. There are listening, speaking, reading and writing. Among the four skills, Reading is one of the important skills in learning English language that teachers teach to students. It is supported to Kyzykeeva that reading is the most important academic language skill for foreign language students (as cited in Holandiyah and Utami, 2016, p. 13).

In reading, students learn through catching the information, growing their critical thinking, remembering their background knowledge, and getting the new knowledge from the passage they have read. Every level of students has different ability in reading. Although students have learned English since they are in elementary level until in senior high school, some of them still have difficulties in comprehending the text. Whereas comprehension is very important ability in understanding the meaning or the point of the topic because the dominant goal of

reading is comprehension to find the meaning of what has been read. It is supported by Lems, Leah and Tenena (2012) who state that “the success of reading comprehension is whenever the learner is able to identify the meaning and understand the content from the text” (p. 170).

In Indonesia, reading literacy is known at an unsatisfactory level. PISA reported some unsatisfactory results of Indonesian adolescent’s reading literacy. In 2009, Indonesia was ranked in the 57th out of 65 countries with mean score 402 compared with OECD mean which was 493 and Indonesia then was ranked in 60th out of 65 countries participating in PISA 2012 with mean score 396 while the OECD mean was 496. The data clearly reveal that adolescents’ reading literacy in Indonesia is still poor compared to those of other countries (as cited in Pitaloka, 2014, p. 2). Masduki (2015) also demonstrates that based on the latest PISA data in 2015, it is reported that more than 86% of Indonesian 15 year olds had serious difficulty in using reading as a tool to advance and extend their knowledge and skills in other areas, such as daily problem solving. They do not comprehend information when it was presented in an unfamiliar format and showed a difficulty in understanding texts at the highest level of literacy.

In curriculum 2013, the purpose of teaching reading to the eleventh grade students of senior high school is the students should be able to comprehend the functional written text in the form of some texts and one of the texts that must be comprehended by the students is exposition text. According to Hathaway (2015), “exposition is one of the types of argumentative texts” (p. 81). Furthermore, Hidayati (2016) states that “exposition text is a type of English text that has

arguments in its supporting paragraphs. This text is divided into two kinds, namely analytical exposition and hortatory exposition” (p. 121). So it can be concluded that exposition text is a type of English text that persuades a reader or listener by presenting one side of an argument.

However, based on my preliminary study, I was found from informal interviewed to the students and I found that students had problems in comprehending reading text, especially in exposition text. Problems faced by students such as they have difficulty to understand about the main idea of the text that they read. They have lack of vocabulary so it is difficult for the students to comprehend the text. The students are also confused how to complete the exposition text reading exercises and some students are not really enthusiastic in following the lesson because the strategy that is applied by the teachers sometimes did not give good contribution for the students in teaching and learning process.

I also was found from informal interviewed to the teacher of the eleventh grade and I found that the teacher tell when her delivered the materials some students seemed lazy, bored and also ignore her explanation. When the teacher asks one of the students to read the text. the student looked confused and had difficulty reading because he had a lack of vocabulary. Furthermore, when the teacher finishes her explanation, students are asked to answer some of questions from the text being read and here it seen that some students have difficulty understanding the text being read so that they have difficulty in answering the questions.

Based on the facts above, this study focuses to find out an alternative in teaching and learning strategy as a solution to solve the problem and to design an interactive strategy in conducting reading activity. Strategy was very important because by using a suitable strategy, it can make the students interested and enjoy in learning process and it can help the students improve their reading comprehension. There are many strategies that can be applied to master reading comprehension for students. One of the strategies that can be used to increase students's reading comprehension is Intra-Act strategy. According to Moss and Hagan (2016) Intra-Act strategy is a strategy that consist the small-group discussions where the students are divided into small group and in a group, the students get together to discuss a topic or to solve a problem by exchange experiences, information, ideas or their thoughts. So by applying this strategy can make the students more motivated and active in learning and also can helps the students easier to comprehended the text because after student finish reading, students can discuss together about the difficulties that they faced to understand the reading materials such as to find the main idea, general and specific information of the text, and finding the meaning of difficult word.

In this study, I am interested in conducting a study a comparison that used Intra-Act strategy in the research, entitled "The Effect of Using Intra-Act Strategy toward Reading Comprehension of the Second Year Students at State Senior High School 1 Pangkalan Kuras of Pelalawan Regency" by Rasyid (2012). The result of Rasyid's study showed a positive effect in which this strategy can help students in reading comprehension achievement to the eleventh grade students of Senior High

School 1 Pangkalan Kuras. It proved that there is a significant improvement of the students' reading comprehension after taught by Intra-Act strategy. It can be seen from the students' pretest to posttest scores that p-output 0.000 was lower than 0.05 levels so it could be stated that the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted.

So based on my preliminary study and previous related study, I would like in conducting a research entitled: "Using Intra-Act Strategy to Improve Exposition Reading Comprehension Achievement of the Eleventh Grade Students of SMA IBA Palembang".

## **1.2 Problems of the Study**

The problems are formulated as follow:

1. Is there any significant difference on the eleventh grade students' exposition reading comprehension achievement between those who are taught by using Intra-Act strategy and those who are not at SMA IBA Palembang?
2. Are there any significant differences on the eleventh grade students' exposition reading comprehension achievement in good, average, and poor categories those who are taught by using Intra-Act strategy and those who are not at SMA IBA Palembang?

## **1.3 Objectives of the Study**

The objectives of the study are:

1. To find out whether or not there is a significant difference on the eleventh grade students' exposition reading comprehension achievement taught by using Intra-Act strategy and those who are not at SMA IBA Palembang.

2. To find out whether or not there are significant differences on the eleventh grade students' exposition reading comprehension achievement in good, average and poor categories those who are taught by using Intra-Act strategy and those who are not at SMA IBA Palembang.

#### **1.4 Significances of the Study**

The result of this study is expected to give some contributions to teachers, students and other researchers. For the teachers, especially the English teachers at SMA IBA Palembang, it is hoped that it can enlarge their knowledge and they can use Intra-Act strategy as one of strategy in teaching reading comprehension. For students, this study is expected to give them motivation in learning reading and hopefully can improve their reading comprehension especially in exposition reading. It also can be a reference for other researchers, and they can use this study as a comparison to other similar studies.