

CHAPTER I

INTRODUCTION

This chapter discuss some points including background of the study, formulation of the research problem, purpose of the study, significant of the study, scope and limitation of the study, definition of key term and organization of the study.

A. Background of the Study

Reading is a part of skills in English, ie speaking, reading, writing and listening. In reading, the reader will obtain a message from the author to write the text. As stated by Anderson in Dinda (2014:1) reading is a process of constructing meaning from written text. Reading is a communication process, so students can communicate effectively with the materials or with the main idea of the writer. Students will be able to obtain a lot of information both enrich their vocabulary or knowledge from the text that they read.

Reading is the most important skill to be mastered by students in learning English. As well as in the begin of school, the first lesson that students will learn is to read and asked to do to read. Likewise in senior high school, it is important for the students. It becomes important since it should be mastered by senior high school students to reach the aims of teaching reading in the recent curriculum namely School-Based Curriculum or K-13

which just update in 2016. In this case, students asked to have a good understanding of the texts in the process of reading activity. To have a good understanding of the texts, the students need reading comprehension skills. In order to have good comprehension skills, the students also need to have an ability to access integrated background knowledge with meaning constructions as it is explored by Baddeley (2000), Ericcson and Kintsch (1995), Verhoeven and Perfetti (2008), and Zwann and Radvansky (1988) that successful comprehension and retention depend on the ability to reliably access and integrate background knowledge, and the ability to generate, maintain and update iterative forms of meaning constructions.

Based on the researcher's observation through conducting a preliminary study in the second semester of XI IIS 2 at MAN 3 Tulungagung, the researcher found that: first, many students are lacking vocabulary in comprehending hortatory text exposition. This is seen when students get difficulty to comprehend the whole texts given. They just read what write in the text without know the meaning. Second, because of lacking vocabulary, the students reading motivation is also low. It causes, they felt bored with reading and sometimes they gave up when they were asked to get the information in the texts. As a result, the students turned into less active readers and in the end, they become less competent in reading skills. Third, there are many text reading can be found in students' workbook, and it is caused that reading is a high portion of senior high school, but students still have difficulties in reading. It can be seen from the renewed of the School-

Based Curriculum or K-13 which was just launched in 2016 that requires students to think high-level in which such skills are not easy to understand. Moreover, a passing grade of the school agreement for the students (KKM) in the eleventh grade is 75 for minimal. That value is quite high that students must have in the process of learning English in the class.

To overcome this problem, applying the right strategy is needed in teaching reading so students become motivated and active in learning especially reading comprehension activities. As stated by Harmer (2001), teaching reading is taught from elementary school to university by using many kinds of methods applied by the English teacher. One of the possible solutions which can be applied in the process of reading teaching and learning is Annotating Text Strategy. Annotating Text Strategy expected to be able to make students feel more interested in understanding reading in the classroom.

Annotating is an important strategy for reading closely and critically to allows track of the moves that the writer is making and to register the own questions and thoughts. According to Carol Porter-O' Donnell (2004), annotating is writing to learn strategy used while reading or rereading. Annotating helps readers reach a deeper level of engagement and promotes active reading. It makes the readers dialogue with the text of a visible record of the thoughts that emerge the sense of the reading.

Annotating requires readers to write in the margin of the text as they are reading. O'Donnell (2004:82) says that annotating is marking the text to

identify important information and record the readers' ideas to comprehend a difficult text. In addition, Holschuh and Aultman (2009:134) define annotating as an effective reading strategy that involves reading with pencil in hand, and includes a variety of marking techniques that range from underlining and highlighting words and passages to writing notes, questions, comments, inferences, examples and opinions in the margins of the text.

This condition motivates the researcher to conduct Classroom Action Research (CAR) to improve students' ability in reading comprehension using Annotating Text Strategy. It is a learning strategy that is done by the students. According to Rona and David, Annotating text is generative and has metacognitive, cognitive and affective components. Annotating is summing up information in a text or article by writing brief key points in the margins. Annotating text is defined as adding comments or notes and underlining about difficult words, phrases, or ideas to provide their definition or meaning in a particular context. It is an active reading strategy that improves comprehension and the beginning of the learning and remembering processes.

The implementation of this technique is expected to be able to improve the students of grade XI IIS 2 ability to comprehend a Hortatory Exposition Text. The technique is developed in such a way to facilitate students to comprehend the text.

B. Formulation of the Research Problem

Based on the background of the study above, the problem of the study can be formulated as follows “How can Annotating Text Strategy improve the student’s Reading Comprehension of Hortatory Exposition Text in Eleventh grade of MAN 3 Tulunagung?”

C. Purpose of the Study

In line with the formulation of the research problem above, the purpose of the study is “To Know-how can the Reading Comprehension of Hortatory Exposition Text in Eleventh grade of MAN 3 Tulunagung by Using Annotating Text Strategy.”

D. Significance of the Study

The findings of this study are expected to give a contribution to the teacher, the students, and the other researcher. These contributions could be mentioned as follows:

1. For the teacher

It is expected that finding will inspire the teacher to improve their knowledge about strategy and the material of teaching English, especially in teaching reading.

2. For the students

The result of this study will add new experience for the students in the learning and teaching activity and also motivate to learn English, especially in reading.

3. For the other researcher

It facilitates them as a reference to conducting further studies about the Annotating Text Strategy to improve the students' reading ability.

E. Scope and Limitation of the Study

As a classroom action research, this study is conducted to one class students only that is class XI IIS 2 at MAN 3 Tulungagung. This study focuses on the implementation of the modified Annotating Text strategy to solve students' practical problems in comprehending a hortatory exposition text.

F. Definition of Key Term

In order to avoid misunderstanding and misinterpretation about the topic of this research, it is necessary for the writer to define the following terms:

1. Reading Comprehension

Reading comprehension is a term used identifies those skills needed to understand and apply information contained in a written material.

Olson and Diller (1982:42)

2. Annotating text strategy

Annotating is a writing-to-learn strategy for use while reading or rereading to help readers reach a deeper level of engagement and promotes active reading. Carol Porter-O'Donnell (2004).

3. Hortatory Exposition Text

Hortatory exposition is a genre which has social function to persuade the reader or listener that something should or should not be the case. (Gerrot and Wignel, 1994)

G. Organization of the Study

This thesis is written in five chapters, those are introduction, review of related literature, research method, findings and discussion, conclusion and suggestion.

1. CHAPTER I

Introduction. It consists of background of the study, formulation of the research problem, purpose of the study, significance of the study, scope and limitation of the study, definition of key term and the organization of the study.

2. CHAPTER II

Review of Related Literature. It includes: reading, Annotating Text Strategy, Hortatory Exposition Text, and Related Study.

3. CHAPTER III

Research Method. It covers research design, setting, and subject of the study, procedure of the study, observing and reflecting.