

# **CHAPTER 1**

## **INTRODUCTION**

This chapter presents Background of the Study, Reason for Choosing the Topic, Research Question, Hypothesis, Objective of the Study, Limitation of the Study, Significance of the Study, Definition of Key Terms, and Outline of the Report.

### **1.1 Background of the Study**

Language is a means of communication and we need it in social relationship. It means that when people are engaging in communication, language is used as the media of communication between the speaker and the listeners.

There are many kinds of languages in the world. They are grouped into several kinds: regional, national, and international language. English is one of the international languages. People in this world use English to communicate with others, especially when they have to communicate with other people in different countries that have different language. Therefore, it is important for students to understand and master English.

English also becomes one of the important languages in the world, most of people around the world use English as second language to communicate with foreigners. However, English is still rarely used by Indonesian people in daily life because it is still a foreign language. English is usually only used in schools, seminar

national or international and some works which deal with experts from overseas and etc.

However, currently, English increasingly becomes a second language in Indonesia which makes the use of English in Indonesia is more and more common. At school, students have English lesson since elementary school or kindergarten as local content and as compulsory subject since junior high school. English is also used in the streets or public places, billboards or name of any businesses in Indonesia. All of these evidences indicate generally that the use of English in Indonesia is going to be a second language. Therefore, it is very important for us to master English.

As what has been mentioned before, in Indonesia, English is taught at many levels of school, from kindergarten or elementary school up to the university. English is taught and learned in a formal and non-formal education, for example at schools and English courses. Moreover, some students take English courses to get maximum result. It is not easy to learn English, because in Indonesia English is still a foreign language, so the students must learn English hardly and deeply to master it well.

There are four English language skills which must be mastered by students; they are listening skill, speaking skill, reading skill, and writing skill. Moreover, they also need to master another competence of language such as English pronunciation, English grammar and vocabulary. Sometimes students think that English is difficult lesson because spelling, pronunciation, and tenses are different from their first language.

Reading is one of English skill that students need to master it because by mastering reading they can get information and knowledge from books, magazines, newspaper and others. In senior high school curriculum, reading is one of competence that should be taught. In 2013 curriculum, one of the reading competences which should be learned by eleventh grade students is to comprehend the meaning of short functional text such as Narrative, spoof and Hortatory Exposition text.

Richards and Renandya (2002) state that reading comprehension is the primary purpose for reading. It means that students need the ability to understand the main point of the text that they read. The result of reading comprehension is that they get the information from the text they have read.

Many students are still difficult in understanding a hortatory exposition text. There are some factors that make them difficult in understanding a hortatory exposition text. The factor comes from two sides, the students themselves and the approach which is applied by the teacher.

The first comes from the student's side. The students have poor mastery of vocabularies in reading. Many of them are not able to get information from hortatory exposition text because they less comprehend the text which is given by the teacher due to the lack of vocabulary mastery. They also have difficulties to find the key words in the text.

The second factor comes from the teacher side. It is related to the effectiveness of the teachers' teaching approach. The approach that is used by the

teacher in teaching is monotonous and it is not interesting for English students. It often makes the students feel bored during the teaching and learning process.

Improving the students' reading comprehension means improving the students' reading achievement. Pang (2003) states that because reading depended on efficient word recognition and comprehension, instruction should develop reading skills and strategies, as well as built on students' knowledge through the use of authentic texts. In order that they had adequate reading skills, they had to get enough tasks to do and appropriate reading strategy. Therefore, the researcher chooses task-based language teaching to facilitate the students in reading comprehension. In this approach, the students are offered opportunities to learn and use English by doing activities.

A number of studies have been conducted in relation to investigating the effectiveness of task-based language teaching to increase the students' reading ability. Hayati (2010) found students who were taught reading skills via task-based language teaching had a better academic performance, and reading comprehension was more effective. The other researcher, Iranmehr (2011) proved that task-based language teaching was successful to increase the reading ability by teaching ESP through tasks.

In short, in teaching learning activity, task-based language teaching approach can be used for mastering reading comprehension. In this study, task-based language teaching approach will be applied for improving the ability of reading comprehension hortatory exposition text.

## **1.2 Reason for Choosing Topic**

The reasons for choosing this topic “The Use of Task Based Language Teaching to Improve the Eleventh Graders’ Reading Comprehension on Hortatory Exposition Text at SMA Filial Negeri 1 Gubug in the Academic Year 2017/2018” are:

1. Many students say that understanding Hortatory Exposition text was sometimes difficult and they usually get problems in studying it. Based on the observation and interview in SMA Filial Negeri 1 Gubug , there were three problems found. They are:
  - a. They have poor mastery of vocabularies and they have difficulties in understanding the context of hortatory exposition text.
  - b. Many students are not able to get information from hortatory exposition text because they do not comprehend the text which is given by the teacher due to the lack of vocabulary mastery.
  - c. They also have difficulties in finding the key words of the text.
2. By applying task-based language teaching, students are expected to increase their reading comprehension, more enthusiastic and enjoy it.

## **1.3 Research Question**

Based on the background, one question is formulated in the research:

“Is task based language teaching effective to improve the eleventh grader’s reading comprehension in hortatory exposition text at SMA Filial Negeri 1 Gubug in the academic year 2017/2018?”

#### **1.4 Objectives of the Study**

Based on the research question above, the objective of this research is to find out whether there is a significant difference in the result of Hortatory Exposition text reading comprehension between eleventh graders of SMA Filial Negeri 1 Gubug who are taught with and without using Task-Based Language Teaching in academic year 2017/2018.

#### **1.5 Hypothesis of the Study**

Hypothesis is a temporary conclusion or opinion which has not been proven, and which is supposed to be true after being proven by using qualified instrument (Arikunto, 2008).

There are two kinds of hypothesis, namely  $H_0$  and  $H_1$ . Where  $H_0$  is hypothesis which have no difference or zero difference with the actual hypothesis, while  $H_1$  is a statement which contradict with the null hypothesis. This research has hypotheses as follows:

$H_0$ : There is no significant difference in the mean score of students’ reading comprehension in hortatory exposition between students who are taught using

task-based language teaching and the one who are not taught using task-based language teaching.

H<sub>1</sub>: There is a significant difference in the mean score of students' reading comprehension in hortatory exposition between students who are taught using task-bask language teaching and the one who are not taught using task-based language teaching.

### **1.6 Limitation of the Study**

To make the problem easy to be discussed deeply, this research will focus the problem into some points as follows:

1. The population were limited to the students of eleventh graders of SMA Filial Negeri 1 Gubug in the academic year 2017/2018. There were 3 classes in the eleventh graders and there are 38 students for *IIS*, 32 Students for *MIA 1* dan 31 students for *MIA 2*.
2. The study were focused on the teaching reading ability using hortatory exposition text.
3. The limit of this research was also on the teaching approach which only used task-based language teaching.

### **1.7 Significances of the study**

The result of the study is expected to give contribution into 2 parts:

1. Pedagogical significances
  - a. Students

- The result of this study hopefully will make students understand the reading ability using hortatory exposition text.
- To give alternative way of learning English for them through task-based language teaching approach.

b. Teacher

The teacher hopefully can develop their ability to teach and increase their quality in teaching by using task-based language teaching.

c. Further researcher

The result of the study hopefully will be one of references for other researcher who will conduct the same object with different perspectives.

2. Practical significances

a. Students

- Students reading ability in hortatory text will be approve.
- To help students in order to be able to reading hortatory text exactly.

b. Teacher

This study hopefully is able to provide various choices in teaching approach to improve students' reading ability in senior high school so the result of the research can be useful as additional information that can be applied by the teacher in teaching reading.



c. School

Give contribution on the effort of improvement teaching learning process in reading to improve students reading especially in hortatory text.

### **1.8 Definition of the Key Terms**

The definitions of key terms are the essential terms for the readers in order to avoid misunderstanding of interpretation to the terms of study. The definitions of key terms relating to this study are explained in detail as follows:

1. Task-based language teaching is a teaching approach in which communication is involved in the pedagogical task brought to the class (Nunan, 2004). In this study, task-based language teaching refers to the approach in the teaching reading comprehension using hortatory exposition text in which task is used as the main unit in the teaching and learning session.

2. Reading Comprehension

According to Klinger (2007) reading comprehension is the process of constructing meaning by coordinating a number of complex process that included word reading, word and world knowledge, and fluency.

3. Hortatory Exposition text

Hortatory exposition is a type of spoken or written text that is intended to explain the listeners or readers that something should or should not happen or be done. (Nurry, 2013)

## **1.9 Organization of the Research Report**

To present the outline of the study to the readers, this study is divided into five chapters:

Chapter I presents Background of the Study, Reason for Choosing Topic, Research Question, Hypothesis, Objective of the Study, Limitation of the Study, Significance of the Study, Definition of Key Terms, and Outline of the Report.

Chapter II presents General Concept of reading, Teaching reading, Task-Based Language Teaching, Implementation Task-Based Language Teaching in Teaching reading Hortatory Exposition Text, and Review of Previous Studies.

Chapter III discusses several things concerning research method such as Research design, Setting of the Research, Subject of Research, Variables of the Study, Instruments for collecting Data, Procedure of Data Collection, Scoring Technique, and Procedure of Data Analysis.

Chapter IV is Analysis of Results and Discussion. It describes about The Description of the School, Description of Respondents, Validity and Reliability Instrument of Research, Pre-Test, Treatment, Post-Test, and The Discussion of the Research Findings.

Chapter V is Conclusions and Suggestions.