

CHAPTER 1

INTRODUCTION

This chapter presents background of the study, reasons for choosing the topic, research question, hypotheses, objectives of the study, significance of the study, limitation of the study and outline of the report.

1.1 Background of the Study

In order to interact with others, people need a language as a means of communication. By using language people can convey their thoughts, ideas and feelings. And every country in the world has its own language. To avoid miscommunication among people with different countries, they use English. English is an international language and the most widespread medium of communications because of both the number and geographical areas of its speakers and because of the large number of nonnative speakers who use it for part of their international contact (Brumfit, 1981: 1).

There are four language skills in learning English. They are listening, speaking, reading and writing. When we learn our native language, we learn listening first, then speaking, followed by reading and finally writing (Genc, 2007: 6). These are called the four integrated language skills and all of them became one of standard competences in English important.

In Indonesia, English has an important role especially in education. This is the reason why Indonesian government chooses English to be the first foreign language to be taught in school. Hopefully students will have ability to use English in their communication especially international communication.

As the foreign language in our country, English is a compulsory subject in Junior High School and Senior High School. But nowadays, English has been taught in Elementary School and Kindergarten as local content. We know that English is not our language, therefore it is so difficult for Indonesian students to study it. On the other side, English teaching is also difficult. The English teachers have to pay attention in developing their mastery of English, their students' competence in English and technique of teaching English.

One of the goals of teaching English at Senior High School is to prepare the students in mastering listening, speaking, reading, and writing skills in reaching the informational literacy level (the skill in understanding and creating various text and monologue such as procedure, descriptive, hortatory exposition, narrative, report, news item, analytical exposition, spoof, explanation, discussion, review, and public speaking). In addition, those four skills have to be supported by language components such as grammar, vocabulary, sound system and so on.

One of the important ways to improve learners' language skills in English is reading. Because reading helps learners to find out information, new ideas, facts, and experiences. But in practice, it is not easy for students to read material in a foreign language. In reading texts in English, EFL (English as Foreign Language) learners have to deal with the unfamiliar vocabulary, grammar, structures and cultural references which probably different in their own language.

In reading class, the challenge for a foreign language teacher is to provide appropriate reading technique to improve students' reading comprehension skills. Paraphrasing is one of the reading techniques. An essential step in paraphrasing is

understanding the text well. Requiring the students to read and reread the text carefully. In paraphrasing, the students try to understand the main ideas of a text and express it by using their own words.

In this final project, the writer tries to use paraphrasing to measure the learners' understanding of the main ideas of a text by writing ideas in their own words.

1.2 Reasons for Choosing the Topic

The writer chose topic “The Effectiveness of Paraphrasing to Improve Students' Reading Comprehension Skills of Hortatory Exposition Text in Grade XI of SMA Ky Ageng Giri in Academic Year 2016/2017” for these following reasons:

- (1) Reading is a good way to find out information, new ideas, facts, and experiences. By reading more, the students find more new vocabulary.
- (2) Reading comprehension helps the learners to understand everything they read. To grasp the main idea of the text. If the learners do not understand what they read, they read for nothing.
- (3) The students should be able to comprehend the meaning of short functional text and essay in form of *narrative, spoof and hortatory exposition*. In this study, the writer focuses in hortatory exposition text.
- (4) The writer wants to know how far the learners can show their understanding by re-expressing the main ideas of the text using their own words.

1.3 Research Question

The question of this research is stated as follow:

Is paraphrasing effective to improve reading comprehension skill of hortatory exposition text of grade XI students of SMA Ky Ageng Giri in the academic year 2016/2017?

1.4 Objective of the Study

The objective of this study is stated as follow:

To investigate whether paraphrasing is effective to improve reading comprehension skills of hortatory exposition text of grade XI students of SMA Ky Ageng Giri in the academic year 2016/2017.

1.5 Hypotheses

According to Airasian (2000: 71-79), hypothesis can be classified in term of how they are divided or put the references that they stated. The hypothesis of this study are:

H₀ : There is no significant difference between the mean score of reading comprehension of hortatory exposition text of the eleventh graders who were taught using paraphrasing technique and the ones who were taught without paraphrasing technique.

H₁ = There is a significant difference between the mean score of reading comprehension of hortatory exposition text of the eleventh graders who were taught using paraphrasing technique and the ones who were taught without paraphrasing technique.

1.6 Significance of the Study

The writer hopes that the result of the study will be useful in the English language teaching. The result of the study is hoped be useful contribution to English teaching, especially:

1. Pedagogical significance

The result of this study is hopefully can improve their reading comprehension skills especially in hortatory exposition text. This study will also benefit in finding out the impact of paraphrasing technique to improve reading comprehension skill in hortatory exposition text.

2. Practical significance

a. Teacher

It will be an alternative technique in teaching reading comprehension.

b. Students

It will suggest material to increase their motivation in learning English.

c. Further Researchers

It will give more information and experiences for the research in the technique of teaching reading. It also can give motivation for the further researchers to develop their knowledge and find other technique for teaching reading comprehension in the class.

1.7 Limitation of the Study

The writer conducts the study to eleventh grade students of SMA Ky Ageng Giri in the academic year 2016/2017. In this study, the writer discusses the

use of paraphrasing in improving the eleventh grade of Senior High School students' reading comprehension skills of hortatory exposition text.

1.8 Definition of Key Terms

To make the topic easy to understand, the writer defines the key terms used in this study. There are:

1) Paraphrasing

Paraphrasing is restarting or rewriting in the readers' own words essential ideas of another writer. In other words, to paraphrase the information from the text, it is very important for readers to include the important information by the use of their own words. (Alred, Brusaw, and Oliu, 2009: 372)

2) Reading

Reading is the ability to draw meaning from the printed page and interpret this information appropriately. (William and Stoller, 2002:9)

3) Reading Comprehension

Reading comprehension is about understanding a text which is read, or the way of "constructing meaning" from a text. Comprehension is a "construction process" because it involves all of the part of the reading process working together as a text is read to create representation of the text in the reader's mind. (Partnership, 2005: 33)

1.9 Outline of the Study

The outline of the study in this final project is divided into three chapters:

Chapter I is the introduction. The chapter consists of background of the study, reasons for choosing the topic, research question, hypotheses, objective of

the study, significance of the study, limitation of the study and outline of the report.

Chapter II is review of related literature that discusses teaching and learning English as a foreign language, general concept of reading, reading comprehension, reading technique, definition of paraphrase, how to paraphrase, the need of paraphrasing in reading comprehension, teaching reading by using paraphrasing, hortatory exposition text, the characteristics of Senior High School students, teaching reading, goals of teaching reading, and review of previous study.

Chapter III deals with research method that discusses experimental research, research design, subject of the research (population and sample), variable, instrument for collecting data, data collecting, data analysis and method of data analysis.

Chapter IV consists of the result of the study, which is the school's profile, analysis of validity and reliability, result of the study, and the discussion of research finding.

Chapter V consists of conclusion and suggestions.