

CHAPTER I

INTRODUCTION

1.1 Background of the Study

The essence of language is communication. Language has function to connect people around the world. We learn a language in order to communicate orally or in written forms. In other words, language is a means to express idea, mind, and feeling (Depdiknas, 2004a:3). It is known that there are many languages in the world, which are used as a means of communication. English seems to be one of the main language of international communication, and even people who are not speakers of English often understand words such as bank, chocolate, snack, computer, etc. more than half of people all over the world are using English for communication, getting knowledge, information, science, and technology, etc. It shows that English has important roles in our lives nowadays. Therefore, if we want to be a skillful and an intellectual person who is ready to participate in this globalization era, we have to master English in order to get information from all over the world easily.

The massive growth of English teaching in all levels, whether in formal school and courses is expected to be able to prepare the students to be more prepared, mature and have better life skill so that they must be competitively in this era. For this reason, English is one of the international languages that are used by almost all development countries in the world.

Reading is one of the best ways to learn a new language. According to Harris and Sipay (1980:8) reading means process which is done and used by the reader to interpret the printed or verbal symbol. Reading has important role in developing students' life skills all fields. Whipple adopted by Tinker and Constance (1975:305) states that the role of reading is to develop new knowledge, understanding, appreciation, and interest in the content fields. Reading in foreign language is much more difficult than reading in the native language, because the students have not mastered the vocabulary and structure yet. They often get confused with what they are reading. They just read the text without knowing what the texts actually tells about.

The point of all students' problems in reading activities is about their reading comprehension. The students get difficulty in taking meaning, describing and explaining the story in reading text. It is in line with Otto (1979:179) that says: "Many of children have difficulty comprehending what they read. These children need guidance in thinking and in developing skills that will help them understand what they have read. However, apparent comprehension problems are really due to much more"

The students who cannot read usually cannot learn. In addition, the student who reads poorly often does poorly in his academic work, and the student who reads well usually does well in his studies. Whether students are poor, average, or good reader, reading is among their most essential tools for learning. According to reading authorities, about 90

percent of all study activities that are carried on in regular school subjects involve reading (Simpson, 1954:2). That is why the students' reading habit should be motivated in order that they will be interested in reading activities and finally their comprehension ability will improve. Adopted by Tinker and McCullough (1975:330) states the development of classroom reading centers is as a means of instilling the habit and love of reading and providing application and practice in reading skills.

Reading can be done in the most painless and pleasurable ways of familiarizing oneself with a foreign language. This must be changed and in this part, teacher is the most important element to make successful reading class. Mikulecky (2004:5) states that the teacher can boost the value of more reading power by providing an anxiety-free environment, enough practice, and an inspiring example of an enthusiastic reader.

English teachers should not remain passive or give up all effort to improve and stimulate students' reading interest. There are several ways in teaching language that teacher can use in the class, for example teaching using songs, games, pictures, poetry, and many more. This study specified on the use of poetry as supplementary materials to teach reading of analytical exposition text for the Second grade students of Senior High School.

For the Second grade of Senior High School students, analytical exposition is one of the texts that they should be studied. Analytical exposition text is a type of spoken or written text that is intended to

persuade the listeners or readers that something is the case. To make the persuasion stronger, the speaker or writer gives some arguments as the fundamental reasons why something is the case. Analytical exposition is the text that elaborates the writer's idea about the phenomenon surrounding. Its social function is to persuade the reader that the idea is important matter.

Analytical exposition text often uses to state the writer or the speaker thinks or feels about something. As the statement before, that analytical exposition text has social function is to persuade the reader that the idea is important matter.

Reading is not an easy work. Sometimes readers are confused by what authors try to say through their work. Therefore, the readers must read it several times in order to get the substance of the poetry. Yet, the teacher needs to be aware of students' ability and interest as well as having good idea of what poetries are suitable with reading materials that are taught.

Selected literary reading materials for Senior High School students in English as a second language have three interrelated and overlapping reasons. Those reasons are for pleasure, information of a kind not available in an encyclopedia, and share our cultural heritage (Hook and Evans, 1992:126).

Then there is pleasure of intellectual stimulation. The stimulation that come from new ideas and insights, thinking about insights, and forming one's own conclusion. The pleasure of intellectual stimulation is

related to the second reason for reading literature: it gives information of a kind not available in encyclopedias. If we want facts, we go to reference book. If we want insights different from those afforded by facts, we go to literature.

All of the imaginative literature whether poetry, prose, or drama is primarily concern with human feelings and attitudes. Literature is one of the humanities and nearly all-great literature tries to recreate human experiences that involve the reader emotionally and intellectually (Hooper and Pickering, 1990:15). Using poetry can overcome the students' boredom in reading activities; moreover, they can get some pleasure from it. If a student is interested in the material, more likely to enjoy it and if they enjoy that material, they are more understand it and finally they reading comprehension skills will improve.

The English teacher in SMAN 1 ManyarGresik uses poetry as a media to teach analytical exposition text. She found that poetry has similar characteristic with analytical exposition text.

The reasons for using poetry as supplementary material in SMAN 1 Manyar Gresik are similar to those for using songs and many activities that we do with songs can be adapted to poetry. Any authentic material exposes students to some 'real English' and can be very motivating for students, provided they are supported throughout the task. The other great thing about poems is for students to have the opportunity to see the language work creatively and freely.

1.2 Research Question

Based on the background of the study, the writer formulates three problems as follows:

1. How is the implementation of poetry as supplementary material for teaching reading of analytical exposition text?
2. What are the students' responses to the use of poetry in teaching reading?

1.3 Objective of the Study

Based on the statement of the problems above, the objectives of the study are:

1. To describe how the implementation of poetry can be used as supplementary material for teaching of analytical text.
2. To know the students' response of the use of poetry in teaching reading.

1.4 Significance of the Study

The study is expected to give a contribution both for teacher and students of Senior High School.

1. The Teacher

The English teachers have to have many ways to make a successful circumstance in teaching learning process. It is the one way for the

teacher to motivate and attract the students in learning English. Teacher can use poetry as supplementary material to teach reading to encourage students' interest in learning English. The teachers are also expected to use media in order to develop and increase their quality of their teaching, especially for reading.

2. The Students

The traditional ways that is usually used by the teacher, mostly is not effective. It makes the students feel bored, sleepy, and lack of the students' attention. Though poetry, students can improve their interest in reading analytical exposition text.

1.5 Scope and Limitation of the Study

Since there are many kinds of supplementary materials to teach reading, the writer limits them by only taking poetry and analytical text.

1.6 Definition of Key Terms

1. Reading :

Reading is a process of meaning elaborate or thinking in relation to written symbol.

2. Poetry :

Poetry (from Greek 'poiesis', a "making", or "creating") is form of art in which language is used for its aesthetic and evocative qualities in addition to, or in lieu of, its ostensible meaning.

3. Analytical exposition text :

Analytical exposition is a type of spoken or written text that is intended to persuade the listeners or readers that something is the case, which is the text that elaborates the writer's idea about the phenomenon surrounding. Its social function is to persuade the reader that the idea is important matter.