

CHAPTER I

INTRODUCTION

1.1 Background of the Study

In fact, English is language which is used for International language. Some people must learn English to make easy them communicate with others and for doing their business or other necessity. Learning English can be started in school level. Students are able to learn English from Elementary school but English lesson is still considered as complex lesson to be studied. The result also is unsatisfactory, the research is aware of the fact. Since it is affected by same factors, they are internal and external. The first factor are from the learner themselves such as motivation, interest, attitude and intelligence. Second, it comes from outside of the learners, such as the situation and condition of environment, learning materials, and the teachers ability in handling the English teaching and learning program.

Reading in language learning plays an important role. Based on the curriculum of 2004, the scope of teaching English at Senior High School includes four language skills: reading, listening, speaking and writing. Those four skills are taught in an integrated manner (Depdiknas 2004). We can not teach those skills separately, for instance just teaching speaking or listening since one English skill influences other skills. They are correlated one to another in the English learning process. In this paper, the writer will perform reading by looking at the consideration that success in reading will be very important to students both for academic and vocational advancement. Get achievement in reading is very important for the students. Both for academic and vocational advancement and for the students psychological well-being. Reading comprehension weakness can be caused by internal factors, such as motivation, interest,

intelligence, aptitude, and attitude. Many psychologists state “Students who possess favorable internal factors will be more successful in reading comprehension than the less ones” (Gage 1984). Several author’s J Edward; Carnine and Silbert; Douglas; Jerry; Kameenui (1990) suggest that it is the principal cause of failure in school. Moreover, reading failure may lead to misbehavior anxiety and a lack of motivation. Indonesian students are known as lazy in reading (Joko. D. Moektiono. 1997:20). To raise the motivations, it needs the object and the media to change that situation. Reading is known with kinds of texts. In Senior High school, the students will find some kinds of texts. The students are hoped to know and understand about content of text and the purpose especially for their reality life. One of them is Hortatory exposition at eleventh grade.

Hortatory exposition is text which represents the attempt of the writer to have the addressee do something or act in a certain way. The Generic structure is Thesis, Arguments, and Recommendation. It is important to study more about hortatory exposition. Because it practices students to appreciate the arguments about something happens in the world. However the students often find the difficulties to appreciate the arguments. Lack of vocabulary and lack of practising presentation influence the ability of students in appreciating arguments . In the classroom environment ,discussion is the best way of promoting conducive learning and convenient teaching situation. It refers to the method of instruction which give pupils an opportunity to express their views or opinions orally on certain issues. One person speaks at a time, while others are listen. It doesn't always involve the presentation of new information and concepts. It also involves sharing of ideas and experiences, solving problems and promoting tolerance with understanding. Discussion method is suitable in many situations and can be used in many situations of teaching and learning. There are different forms of discussion that can be used in the classroom.

For this reason many teachers create a technique, which make the students interest in learning reading and active in the classroom. The teachers applied discussion method for solving the problems of them. The research is focused on finding out the analysis of discussion method in teaching hortatory exposition for senior high schools. By discussion method, students will exchange of ideas between several people is the best process of learning and teaching from one another.

Based on observation in senior high schools in Gresik, the researcher found that MA MambausSholihin, MA Daruttaqwa, and MA Al Ibrohimi used discussion method for teaching hortatory exposition by interview the teachers. Researcher observed that in teaching reading, teachers asked students to divide students be some group and then divided some examples of hortatory of text by some kinds of title. After that, teachers asked every group to discuss the generic structure. Next, the group comes forward and the representationtells the arguments from the hortatory text which they got before discussing. The other groups response the arguments from representation of the group who tell them in front of the class.

1.2 Problem Statements

Based on the background above , so the problem statements are:

1. How is the implementation of discussion method in hortatory text at eleventh grade?
2. How are the students response at discussion method in hortatory text?

1.3 Objective of the study

This study aims are:

1. Finding out the implementation of discussion method in hortatory text at eleventh grade.
2. Finding out the students' response at discussion method in hortatory text.

1.4 Limitation of the study

In this study, the researcher limit on the teacher's implementation in teaching hortatory text using discussion method. The implementation are about the way the teacher explain material, the way of the teachers ask the students about generic structure of text, the way the teachers help the student to take point of the text, the way teachers review and give feedback to students, and the response of students while discussion method. Students of senior high school consist of three levels. They are students of the tenth year, eleventh year students, and twelfth year students. In this research, the researcher chooses the eleventh year students of MA Mambaus Sholihin and Daruttaqwa Manyar and MA Al Ibrohimi..

1.5 Definition of Keyterm

In order to comprehend this study easily, some keywords are required to define as follows:

First, definition of hortatory text

Hortatory exposition tells about opinion some people at something, particular way to serve their individual and social purposes. As Hartono (2005: 5) states that genre is a type or kind of text, defined in terms of its social purposes, also the level of context dealing with Social function : to persuade the readers or the listeners that something should or should not be the case.

Second, definition of reading comprehension.

Reading comprehension is a process of making sense of written ideas through meaningful interpretation and interaction with language (Heilman 1981:242). So, by reading comprehension, a reader understands as much as possible the message that the writer puts into the text. When read a text, a reader is not just saying the words, but moreover able to identify the main idea. Therefore, when he reads, he recognizes the words and attaches meaning to them, from this oral knowledge about the materials. Then, comprehending is a written text means extracting the required information from text as effectively as possible. Therefore, to comprehend written materials, readers must use various skills. For example, readers must be able to draw conclusion, identify main ideas, and recognize details from the texts. These skills can be identified important in the comprehension of written material.

Third, definition of discussion method.

Brookfield and Preskill (1999) published a volume on discussion as a way of teaching. The authors held that discussion is an indispensable aspect of democratic education. They presented fifteen benefits of the method as follows: (1) helping students to explore diverse perspectives (2) students' awareness of and tolerance for ambiguity or complexity is increased (3) students receive assistance to recognize and investigate their assumptions (4) attentive, respectful listening is encouraged (5) new appreciation for continuing differences is developed (6) intellectual agility of students is increased (7) students become connected to a topic (8) respect for voices and experiences of students is shown (9) students learn the processes and habits of democratic discourse (10) students are affirmed as co-constructors (co-creators) of knowledge (11) capacity for clear communication of ideas and meaning is developed (12) habits of collaborative learning are developed (13) breadth of students is increased

and it makes them empathic (14) skills of synthesis and integration are developed in students, and (15) discussion leads to transformation.

Fourth, analysis discussion method in teaching hortatory text.

Teaching hortatory using discussion method is suitable. It practices the students appreciate the arguments and be brave to share the opinion. The implementations of discussion method in teaching hortatory are about how the teachers explain the material. The way the teachers ask the students about the generic structure, how the teachers take the point of the text, how the teachers ask the representation the group to explain or give argumentation about text, and how the teachers give feedback after finishing reading material in hortatory text. Furthermore, this is also about how the response of students with this method. The students can extend and delivery their arguments by doing discussion method in hortatory text.