

TEACHING READING COMPREHENSION OF HORTATORY TEXT TO ELEVENTH GRADE STUDENTS IN MEDAN

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Abstract

The objectives of this study were to describe how the teachers teach reading comprehension of hortatory exposition text to the eleventh grade students in Medan, Indonesia and to reveal the underlying reasons why they did that way. This study was conducted by using descriptive qualitative design. The subjects of this study were two English teachers who taught at the eleventh grade students at SMA Methodist 8 Medan in academic year 2016/2017. The data were collected by observing, video recording and interviewing and analyzed by using Miles and Huberman technique (1994). The findings of the study showed that most of the teachers' way are not yet focusing on teaching reading comprehension but rather focusing to the teaching the knowledge of the genre. The underlying reasons of the teachers' ways in teaching reading comprehension did not facilitate reading comprehension. It was due to the misperception of the concept of teaching reading comprehension.

Keywords: teaching, reading comprehension, hortatory exposition text

1. Introduction

As an international language, English is used to communicate with all people around the world. In Indonesia English has been taught as a foreign language. The people should master English started from the primary students to the university level. The government, education ministry established English as a compulsory subject in schools so that all students have to learn English. By learning English, the students will comprehend many texts from all over the world to support their learning process. It can be concluded that English has an important role in education. Because of it, people have to learn and master English to face the world globalization.

In English there are 4 skills that should be learnt by the learners. They are speaking, listening, writing and reading. Each skill has the difficulties itself in understanding it. Not only in understanding each skill but also in teaching the skill also has different difficulties. It is different ways to teach speaking, to teach listening, to teach writing and to teach reading.

Teaching is an essential part of education. Teaching has the special function which transfers the knowledge, develops understanding and builds the characteristic and someone's behavior. Gage (2009) argues that teaching is a form of interpersonal influenced aimed at changing the behavior potential of another person. Teaching is not an easy activity to do. The people who do the teaching activity calls teacher and the people who are teach by the teacher normally called students. The process of teaching related to transfer the knowledge, develop

understanding and skill and to build the characteristic and behavior of someone the teacher must to be qualified and mastery the things related to teaching.

Reading can be challenging, particularly when the material is unfamiliar, technical, or complex, Danielle (2007). When someone read a text, it is not just read the text word by word. They need to comprehend the text deeply to understand what it is said in the text. To get the point, to get the information in the text, the readers are not only read the text word by word but also they need to go beyond the text to get it. The students who like reading will get knowledge and new insight which improve their intelligence so that they are more ready to face life challenge in the future. But all knowledge can't get if it's just reading without reading comprehension or read with deep comprehending the text.

The reality shows that many students are failed in reading comprehension because they are not taught reading well especially in hortatory exposition text. Senior High School Curriculum has been recognizes the act of reading comprehension as part of the language learning process. With regard to a need of the reading comprehension of the students, School Based Curriculum (*KTSP*) presents a syllabus English subject of Senior High School that entrusts some indicators of successful in teaching reading comprehension. This can be used by the teacher as guidance in the teaching process of reading comprehension to the students. But the reality that some of the teachers usually orients to the students textbook in teaching reading. The teachers just follow the material of the textbook by reading the text translating into bahasa indonesia and then answer the questions related to the text. These activities do not give any influence for improving student's ability in reading comprehension because it cannot give contribution to students; it makes the students only passive in the teaching learning process. It means more teachers focus on teaching "reading" not "understanding" or "comprehending" as the consequence and also more teachers just help the students to comprehend the certain text and help them to answer the questions from the text. As a result, the students tend to have poor reading skill and habits or in other word the students cannot be an independent reader. So if the students are given other text, they cannot comprehend the text without their teacher's help. To ensure this idea, this study was conducted with the title of "The Teaching Reading Comprehension of Hortatory Exposition Text to the Eleventh Grade Students in Medan".

2. Literature Review

Klingner (2007: 2) defines that reading comprehension as the process of constructing meaning by coordinating a number of complex processes that include word reading, word and word knowledge, and fluency. The meaning construction take place through the coordination's of a number of complex process that conclude word reading, word and word, knowledge and fluency.

Gage (2009: 51) states that teaching reading comprehension is happened because there are six variables process in the teaching process, they are (1) presage variable, (2) context variable, (3) teacher thought process, (4) process for content of teaching, (5) students thought process, and (6) students achievement.

Klingner (2007:87) states that the term of hortatory exposition text refers to the ways the text is organized to guide readers in identifying the key information and making the connections among ideas. Because by knowing the organization of the structure well the reader will know what happened next in the text. Klingner also asserts that hortatory exposition text structures are more challenging than the

other text structure for the students in the process of learning. Also the connection between ideas in hortatory exposition text is not simple sequence of familiar events depicted in the other text structures. Englert & Hiebert (1984) in Klingner (2007:87) state that when reading hortatory exposition text the students must not only attend the information in the text but also identify the type of the text structure used to present it.

Klingner (2007:76) asserts that when the students are familiar with the way a text is structured, this knowledge can help them (1) form expectations about what they will read, (2) organize incoming information, (3) judge the relative importance of what they read, (4) improve their comprehension, and (5) enhance their recall. However, when the structure of a text is different from what the reader expect, comprehension can break down. Struggling readers are more likely than stronger readers to be unaware of text structures and to experience difficulty using them to help with comprehension. Yet explicit instruction can help struggling readers become more aware of various text structures and augment their comprehension and memory.

3. Research Method

This study was conducted with descriptive qualitative design which describes and interprets what it is. As Creswell (2007) states that descriptive qualitative research describes the phenomenon being studied, conditions or relationship that exist, processes that are going on or effects that being felt. The data were taken from the teachers' ways in teaching reading comprehension of hortatory exposition text to the students.

3.1 Technique of Data Analysis

Data analysis is a process where researcher systematically searches and arranges the data in order to increase her understanding of it. This research followed some steps of analyzing the data as stated by Miles & Huberman (1994: 10) :

1. Data reduction

Data reduction reduces a large amount of data into a smaller number of analytic units.

2. Data display

Data display is meant as a visual format that presents information systematically. In data display, the data will be organized to answer research problems.

3. Conclusion drawing and verification

Conclusion involves stepping back to consider what the analyzed data mean and to generate their implications for the research question. Verification integrally linked to draw conclusion, revisiting the data as many times necessary to cross check or verifies these emergent conclusions. (Miles & Huberman, 1994).

3.2 Research Procedure

There were several procedures that should be followed in this research:

1. The teachers were recorded in the process of teaching reading comprehension of hortatory exposition text to the students

2. The data recorded were analyzed into formed of tabulation of teacher's teaching process

3. The way the teachers teach reading comprehension of hortatory exposition text was used to answer research problem 1.
4. Doing the interview to the teachers and asked them why they performed the ways in the process of teaching reading comprehension of hortatory exposition text to the students. This was used to answer research problem 2.

4. Result and Discussion

4.1 Result

Some findings are found after analyzing the data. The findings in this research are as follows:

1. The English teachers were teaching reading comprehension to the students by performing 8 main ways. Based on the content, there are 23 ways were being performed by the teachers. The ways performed by the teachers are not yet focused on enabling the students to be an independent or skilful reader. Most of the ways are directed the students just to become good at reading text or translating the text into Bahasa rather than to teach how to comprehend hortatory exposition text. Most of the ways performed were just focused on translation, vocabulary enrichment, telling idea, pronunciation and managing the class and etc.
2. The underlying reasons of teacher's way in teaching reading comprehension was due to the five reasons, they are; (1) the teacher believed that knowing definition is the very first step to comprehend a text (2) the teacher believed that the theory of the text is facilitative to reading comprehension (3) the teacher believed that translating is facilitative to reading comprehension (4) the teacher believed that answering question is the indicator of text comprehension (5) the teacher believed that the way the students tell their idea in English shows that they comprehend the text

4.2 Discussion

The research was dealing with Gage's model (2009) for the study of classroom teaching process where it was focused on process of teaching activities in the classroom. The process variable refers to what is happening or what is being done by the teachers and the students during the teaching process. It called as the teachers' ways. This research was also dealing with the theory of Klinger (2007) for the study of teaching reading comprehension which focused on the importance of teaching the text structure toward reading comprehension skill of the students. Therefore, the focused on this research was the teachers' verbal ways in teaching reading comprehension of hortatory exposition text.

There are a few researches similar that has been conducted before, such as *"Teachers' Individual Practical Knowledge about Teaching Reading Comprehension"* by Rahmani (2014). This study was conducted to study the language teachers' practical knowledge about teaching reading comprehension to engineering major students. There are 10 open-ended questions in questionnaire were given to 36 teachers who got master and doctoral degree and taught ESP course in order to get the result. The participants were informed about the purpose of the study. There are six categories given to the teachers, which are subject matter knowledge, student knowledge, knowledge of student learning and understanding, knowledge

of purpose, knowledge of curriculum, and knowledge of instructional techniques. The result of this study was the teachers who focused on the subject matter category, prefer to discuss the subject matter in their teaching. In addition, the teachers who focused on students' knowledge believed that the students' knowledge should be the hint of their teaching ways. The correlation of this study to her study showed the teacher's practical knowledge could affect the teacher's ways in teaching. So it could be a reference for this study.

The second study was "*The students' Genre Awareness and Their Reading Comprehension of Different Text Types*" by Rozimela (2014). This study was conducted to analyze how the students understood the characteristics of 10 texts of 5 different genres and comprehended the texts. The students were required to answer 60 questions testing their knowledge about genres and 80 questions for reading comprehension. The results of the study show that a strong indication of the relationship of these two variables. On average the students' genre awareness was low as they could only answer about 23% of the questions. Their reading comprehension indicates a similar result. They could answer only about 37% of the questions on average. This conclusion is also affirmed by the fact that the students whose genre awareness was good also had good reading comprehension, and vice versa. Interestingly, some other factors that apparently influence the students' reading comprehension were also evident. They were background knowledge about the content of the texts and field-related vocabulary. The correlation of this study to her study was the analysis of the students' knowledge of genre and the students reading comprehension were similar to her study, in which this study was analyzing the teachers' ways in teaching reading comprehension text as a genre in the students' reading comprehension.

5. Conclusion

Some conclusions are found after analyzing the data. The conclusion in this research are as follows:

1. The English teacher was teaching reading comprehension to the students by performing 93 total variations of ways and these ways take place into 8 main ways. Based on the content, there 23 ways were being performed by the teacher. The ways performed by the teachers are not yet focused on enabling the students to be an independent or skilful reader. Most of the ways are directed the students just to become good at reading text or translating the text into bahasa rather than to teach how to comprehend hortatory exposition text. Most of the ways performed were just focused on translation, vocabulary enrichment, telling idea, pronunciation and managing the class and etc.
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