

CHAPTER I

INTRODUCTION

A. Background of Study

In English there are four language skills to be able to communicate, they are listening, speaking, reading, and writing. In this research, however the writer does not discuss all of the skills, but only reading skill. According to Siahaan (2008:3), “The receptive written language skill is called reading, it is the skill of the reader or group of reader to interpret information transferred by a writer”. It means that reading is the reader’s activity to get the information from the written text.

By reading, the students may get more knowledge as they are able to comprehend and construct the meaning of the text. During reading, the students are processing the text with regard to the purpose. According to Brown (2000), reading is a process to understand a written text which means extracting the acquired information from it as efficiently as possible

Based on the Qur'an Surah Al-Alaq verse 1-5 that recite:

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ أَقْرَأْ وَرَبُّكَ الْأَكْرَمُ ﴿٣﴾

الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

Related to these verses, it is really important to us for reading. Harmer (2001:70) says that reading is an incredibly active occupation. To do it successfully, we have to understand what the words mean. So if their readings are poor they are very likely to fail in their study or at least they will have difficulty in making progress. On the other hand, if they have good ability in reading, they will have a better chance to success in their study.

The reading skill becomes very important in education field, students need to be exercised and trained in order to have a good reading skill. Reading is also something crucial and indispensable for the students, because the success of their study depends on the greater of their ability to read. To master reading skill, the readers need good comprehension and active in reading activity in the classroom. It is not only related to know about the code of the reading text but also to full meaning from whole reading text. It means the reading involves students' thinking and active in learning process. Besides mastering the reading, the students also must be able to understand the English text. Since in English there are many kinds of text, and every text has different function, generic

structure and grammatical feature. In this research the writer focused on exposition.

According to Mulya (2010, p. 95), analytical exposition is a text which persuade the readers or listeners that something in the case, give a pont of view, and confirms what is claimed. In addition, Priyana, Riandi and Mumpuni (2008, p. 58) say that exposition text is a text that proposes or suggests a certain topic which may only be pro or contra, not both.

Reading is one aspect of language skills that must be mastered by the student. There are still many problems in the learning process of reading comprehension. Sometimes students are only required to read the text in the heart, and then answer questions related to the content of the text. It is a way that does not involve the process of thinking students, if they do not understand about the content of the text without asking to the teacher so that students are not involved in active reading process. Indeed,each lesson will not be separated from the communicative method. But if in any learning simply used by communicative method the students will be visible only be passive and just as an object of learning do not as a subject of learning so that will be difficult to develop students in learning reading exposition text.

The used of suitable technique that will be one of the determinants in teaching learning. Even in terms of learning reading.The technique or strategy used should be able to improve students' reading comprehension. The lack using of technique or learning strategies become one of the bottlenecks

achievement of learning goals. The selection of techniques for each learning the teacher must attention to the character of the students. Methods or strategies used is not only one, but also can be varied by other methods so that students do not feel tired or bored in learning process. When students are motivated to learn well and it will facilitate in providing instruction to students so that learning becomes conducive and pleasant. Therefore, the goal of learning will be achieved.

In the learning process, children is like a sheet of clean paper without any draft which can draw any things on it and it will be very seen according to the teacher, whether wants to draw a good picture or bad picture. If sometimes, there is a failure or something not good is happened in their selves. Then, for the teacher must not give this mistake to the students at all, but also has to introspection his or her self. Perhaps, the teacher has chosen inappropriate technique in teaching and learning activity, then the student get the difficulty in their study and teacher does not know or care about it. Therefore, the teacher has to choose and use an appropriate technique in their teaching and learning process.

From the statement above, it can be concluded that the teacher has a very important role between the students. The teacher who uses a technique he or she should know the reason why does the teacher use that technique in teaching activity. The students will be able and easy to study the lesson and English matter when they like it and feel interested on it and it is according to the teacher. On the contrary, when they are bored with the lesson, they are

also difficult to study and understand the lesson. They are not only hate it but perhaps they also try to avoid this lesson with many reasons. Every teacher always ever get challenge in teaching, and the challenge is something that need to solve by the teacher.

In facing this problem, the teacher has an obligation, and responsibility to try to choose the appropriate technique to teach them to make their learning activity more interesting and enjoy. This is to be something expected that the study activity will be something interesting and attractive for the students with many different ways. Allah the Almighty said in the Al Qur'an, in Al Hijr verses 92-93:

﴿فَوَرَبِّكَ لَنَسْأَلَنَّهُمْ أَجْمَعِينَ ﴿٩٢﴾ عَمَّا كَانُوا يَعْمَلُونَ ﴿٩٣﴾﴾

Holy Qur'an said, that everyone has the obligation and also responsibility of all what they have done in this world. Even so, the teacher also has responsibility on what the teacher has done with the students. Moreover, in teaching and learning process, the teacher has very influence to the students. For example, when the teacher wants to make the students to be enthusiastic or conscious, then the teacher also has to be conscious to give them a good example and good model for them. In contrast, if the teacher is unconscious, it perhaps becomes difficult to make them conscious.

Some researchers did similar studies with this research. Hamidi(2013) who conducted research entitled “Teaching Reading Narrative Text by Using Directed Inquiry Activity Technique at Junior High school”. The result showed some good effect by using DIA in teaching learning in the class. From the teacher’s side, DIA can give solution to the use of monotonous media and uninteresting materials such as the story of “The Beauty and The Beast” and interesting media such as video. The use of LKS(Students’ Work Sheet) can be reduce and the use of videos as a medium can be maximize to attract the students’ attention. Meanwhile from the students’ side, DIA can solve the students’ vocabularies problems by facilitating the teacher to give the sufficient prior knowledge activation for students. It is much easier for the students to understand the text because the teacher explains the meaning of the vocabularies.

The second previous study held by Pratama(2018) conducted research entitled “The effectiveness of Directed Reading Thinking Activity(DRTA) strategy for Students’ Reading Comprehension in Narrative Text”. The result showed that the use of DRTA strategy wa effective to assist students’ reading comprehension in narrative text. The teacher be more easier in teaching by using this strategy because all of students active in thinking about the story of narrative text that teacher taught. And from students’ side, they could understand the text faster when the teacher used the strategy for teach the students.

The researcher has some similarities and differences with both of previous research, the similarities are equally the material that taught by the teacher in teaching is about reading text, has same subject and object that is English teacher

as subject and technique/strategy as object. And the of focus study both of previous researcher focus on how is the implementation a technique/strategy in teaching a material, and how about the effect and also the advantages of using that technique or strategies in teaching and learning activity. And the researcher difference with the first and the second previous study is the material that teacher taught in implement/applicating the technique.

Based on the researcher's experience in learning in senior high school at State Islamic Senior High School Barito Selatan the researcher found some facts happen in that school, especially in teaching and learning process of English class. In State Islamic Senior High School Barito Selatan there are 2 English teachers. One teacher in this school used QAR(Question Answer Relationship) technique in teaching reading exposition text and one teacher use a technique named Directed Inquiry Activity technique. The researcher focused on the teacher that use Directed Inquiry Activity technique to researching how the implementation that technique in teaching. The teacher used this technique to teaching reading exposition text.

Nowadays, exposition text in curriculum 2013 taught in eleventh grade. Based on the researcher's free observation when the researcher still be a student in the eleventh grade at State Islamic Senior High School Barito Selatan, the teacher enjoyed in teaching when she used the technique, she can controlled the class to be active but still conducive. When she taught exposition text with that technique the students very anthusias and enjoy the learning process. Students focus on the

material that she taught, they are active in the class and very confident to master the material.

In DIA technique there are some steps that make students will be have high motivation and high interest, students indirectly being motivated when teacher passed the steps in teaching by using DIA technique. Some steps that dominant in made students being interest in learning were when the teacher did the brainstorming to invite student in thinking deeply about an issue, then gave the students some hard vocabulary contained in exposition text, asked students to discuss and answer all contained in the text that teacher gave. From these steps the teacher succeed in improving students interest, those the students will easier to learn with high motivation and interest. By using DIA technique the teacher looked easier in teaching and students also will have high motivation and high interest in learning.

These are some reason why the researcher the researcher interested to conducting a research to describehow is the implementation of Directed Inquiry Activity technique in teaching reading exposition text and to identify is there challange that teacher faced when she use the technique and then, to find the advantages of using this technique. Thus, the researcher would like conduct research entitled: “THE IMPLEMENTATION OF DIRECTED INQUIRY ACTIVITY TECHNIQUE IN TEACHING READING EXPOSITION TEXT IN THE ELEVENTH GRADE AT STATE ISLAMIC SENIOR HIGH SCHOOL BARITO SELATAN ”

B. Statement of Problems

The problems that will be discussed in this study are:

1. How is the implementation of Directed Inquiry Activity technique in teaching reading exposition text in the eleventh grade at State Islamic Senior High School Barito Selatan in academic year 2018/2019?
2. What are the challenges that teacher face when using Directed Inquiry Activity technique in teaching reading exposition text in the eleventh grade at State Islamic Senior High School Barito Selatan in academic year 2018/2019?
3. What are the advantages of using Directed Inquiry Activity technique in teaching and learning process of reading exposition text in the eleventh grade for teacher and students at State Islamic Senior High School Barito Selatan in academic year 2018/2019?

C. Objective of the study

There are three purposes of this research:

1. To describe how is the implementation of Directed Inquiry Activity technique in teaching reading exposition text in eleventh grade at State Islamic Senior High School Barito Selatan in academic year 2018/2019.

2. To identify the challenges that teacher face by implement Directed Inquiry Activity technique in teaching reading exposition text in eleventh grade at State Islamic Senior High School Barito Selatan in academic year 2018/2019.
3. To find the advantages of implement Directed Inquiry Activity technique in teaching reading exposition text in eleventh grade for teacher and students at State Islamic Senior High School Barito Selatan in academic year 2018/2019

D. Significances of Study

The results of this research expected to have advantages such as:

1. Students

Students will know the influence of using Directed Inquiry Activity in teaching reading to develop their own comprehension by using their own efforts and to make student be more confident in asking and giving their opinion in learning process.

2. Teacher

The result of this research will give information for English teacher about the challenges and the advantages of using Directed Inquiry Activity technique to increase students' reading skill and active in learning exposition text.

3. Lecturer

The result of this research will give a description of how is the implementation of DIA technique, the challenges that teacher faced and the advantages of using Directed Inquiry Activity technique in teaching reading exposition text. It is hoped that this research can contribute some ideas, concept, or information to English TEFL lecturer.

4. Readers

This research will get benefits to readers who want to research about the implementation of Directed Inquiry Activity technique in teaching reading exposition text.

E. Definition of Key Terms

To avoid misunderstanding about this title that the writer proposed to Directed Inquiry Activity, technique, teaching, reading and exposition text. Then it will be clarified more detail as follow:

a. Directed Inquiry Activity

Directed Inquiry Activity according to Sanjaya (2006:195) said that DIA is combination of a thinking process and an analysis to search and find answer of the question. In this research, DIA is technique that teacher used through give command to students' to do directed inquiry of exposition text by focus on answer the questions of the text.

b. Technique

Technique is implementation which actually takes place in a classroom. It is a particular trick, strategy, or contrivance used to accomplish an immediately objective. In this research, technique means a way by the teacher to make students understand about the material.

c. Teaching

According to Abdul Ro'uf Shadry, teaching is a process of giving and learning materials by somebody to others consciously, systematically, and aiming at changing humans, behavior and performance. In this research, teacher teach exposition text as a material.

d. Reading

According to Tarigan (1990:7) argues that reading is a process that is carried and used by readers who want to get the message delivered by the author through the medium of words or written language. In this reserach, reading is a skill that teacher emphasizes to students to be mastered.

e. Exposition text

In this research, exposition is a text that taught by teacher in her teaching activity. The example of exposition text is "The use of Hand Phone in School" and "Is Smoking Good for Us?"