

CHAPTER I

INTRODUCTION

This chapter provides the general outline of the study. It covers the background, research questions, research objectives, significances of the study, rationale, hypothesis, and previous studies of this research.

A. BACKGROUND OF THE STUDY

If people take learning English as the foreign language, reading is one of the skills the students learn. Indonesian government puts English as an obligatory subject for Junior High School and Senior High School. In Senior High School, the government of Indonesia expected the students who are graduated from Senior High School to be able to communicate in oral and written English.

Based on pre-observation and an interview with the English teacher at a Senior High School in Bandung, 45% of students of the second grade have low understanding in learning reading comprehension. When the students move into the second grades, there is a shift in instructional emphasis from decoding and comprehending. According to McGee, A., & Johnson (2003) cited in Green and Roth (2013), there are very few areas of the school curriculum that do not require the ability to read and understand. Reading requires active participation in the search for meaning. Text comprehension is critical to academic success and must be approached in a purposeful way.

Comprehending a passage is a complicated process in that the text's meaning is a combination of the explicit, literal meaning of the words and sentences, as well as the inferred meanings that can be uniquely by the reader. These students' difficulties with the inferential task may occur for a variety of reasons. One possibility is that they are not given enough practice with this type of reasoning. In addition, according to Sadker (1982) cited in Green and Roth (2013), studies of classroom interaction suggest that the lower-achieving students or poor reader are asked a fewer inferential question than are the better reader.

According to Cook (2000) cited in Keiko (2010), a good deal language teaching has tended to focus on the bottom-up approach: focusing mainly on vocabulary acquisition. Reading English requires EFL learners to be able to understand the discourse. This is one of the big problems for EFL learners to encounter while learning English. It often happens to the Senior High School that they can read a text aloud and know all words used in it, but they cannot understand its overall message.

In addition, students' problems are not only from the classroom environment but also from the students themselves. The reality people often see is that, in fact, many students master the theory better than practice. For example in reading, they may have the knowledge of how to read, but in practice they find difficulties. The students need more practice and the teachers are suggested to create and use interesting strategy.

One of the strategies is textual patterns. According to McCarthy (2000) cited in Keiko (2010), finding patterns in text is an interpretation by the reader, making use of clues and signals. In other words, text structure is an area of great interest in learning and instruction. Meyer (1979) cited in Teo & Jen (2012), stated that organize ideas in text using specific structure gave influence learners' understanding and recall of the information.

The result of a study carried about out by Matsubara (2003), Aslrasuli & Bakhshian (2014), and Keiko (2010) shows that using textual patterns EFL learners is more effective. The previous researchers say that the implementation of textual patterns in EFL learners reading class gave some improvements in reading comprehension. This research is interested to implement textual patterns in reading class at Senior High School, while the previous researchers focus on University students. However, this research is different from previous researchers.

Based on the explanation above, the research is entitled "The Effect of Textual Patterns on Students Inferential Comprehension in Hortatory Exposition Text" (A Pre-experimental Study at The Second Grade of SMA Muhammadiyah 4 Bandung).

B. THE RESEARCH QUESTIONS

From the observation above, the problems of this research as follows:

1. What is students' inferential comprehension before using textual patterns?
2. What is students' inferential comprehension after using textual patterns?

3. How significant is the difference between students' inferential comprehension before and after using textual patterns?

C. THE RESEARCH OBJECTIVES

Based on the background of research above, the study is intended:

1. To find out the students' inferential comprehension before using textual patterns.
2. To find out the students' inferential comprehension after using textual patterns.
3. To find the significant difference between students' inferential comprehension before and after using textual patterns.

D. SIGNIFICANCES OF THE STUDY

This research is expected to give two significances. Practically, this research is useful for teachers that textual patterns can be used as an alternative reading material in teaching strategy. Theoretically, this research can be useful for the information that textual pattern can be used to go through some empirical studies conducted concerning the effect of textual patterns.

E. RATIONALE

Reading is the important skill to be used at school and throughout life. Additionally, the competency-based curriculum also determines that by the end of the twelfth grade, which is particularly preparing the students for their student in university. According to Department of an Educational Nation (2000) cited in

Putri, Rahmi E and Isyam (2013), the students are expected to recognized and understand about 2500 English words to help them comprehend the reading text.

According to Robinson (2001) cited in Putri, Rahmi E and Isyam (2013), reading comprehension is a process of using one's prior knowledge and the writer's cues to infer the author's intended meaning. Doing reading comprehension means doing something which involves the interaction between the perception of graphic symbol that they represent language and the readers' language skill and knowledge of the world.

According to Barrett (1974) cited in Marry (2002), inferential comprehension is often described simply as the ability to read between the lines. It requires a reader to blend the literal content of a selection with prior knowledge, intuition, and imagination for conjecture or to make a hypothesis. In other words, inferential comprehension is the ability to process written information and understand the underlying meaning of the text. The information is then used to infer or determine deeper meaning that is not explicitly stated.

Based on McCarthy (2000) cited in Keiko (2010), the use of textual patterns is a matter of interpretation by the reader, making clues and signal. Matsubara (2003), stated that there are mainly three patterns of text organization: problems-solution, general-specific, and claim-counter-claim (hypothetical-real). The first pattern is problem-solution patterns. According to Hoey (2001) cited in Aslrasuli & Bakhshian (2014), one of the patterns in English written test is the problem-solution pattern, which is characterized by the following elements: The first is an

optional previous situation, which provides a context for the pattern; the second is the problem or “aspect of a situation requiring a response”; the third is the response to the problem; the fourth is a positive result or evaluation.

The second pattern is the general-specific pattern. This pattern, in which a general description is followed by more detailed description with specific information, is characterized by the following macrostructure. According to Aslrasuli & Bakhshian (2014), the basic structure of this pattern is that text includes “an initial general statement, followed by series of (progressively) more specific statements, culminating in a further generalization”.

The third pattern is a hypothetical-real pattern. In the hypothetical element, this research reports what has been said or written but does not accede to its truth: the statement to be affirmed or denied is presented. According to McCarthy (2000) cited in Keiko (2010), in the real element, this research gives what she or he considers to be the truth: the statement is affirmed or denied.

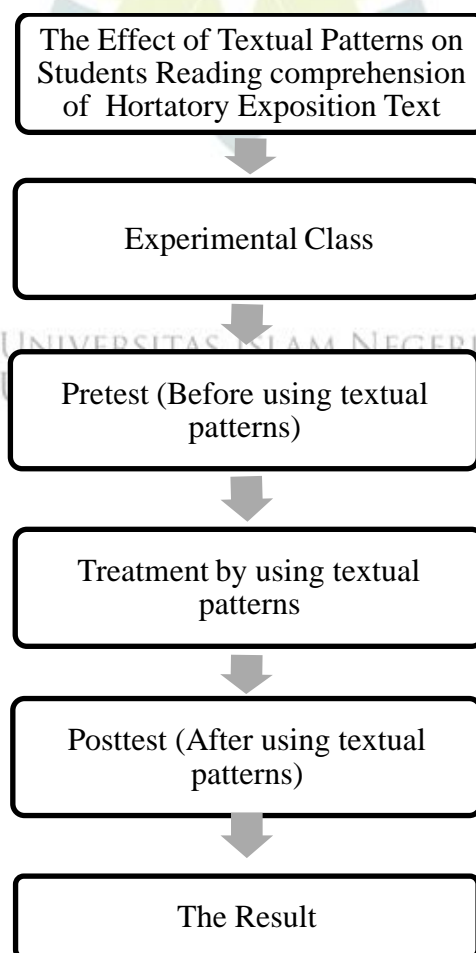
According to Gerot (1994), hortatory exposition text argues that ought or ought not to be or should or should not be the case. The social function is to persuade the reader or listener that something should or should not be the case. Hortatory exposition text can be found in scientific groups, journals, magazines, articles, newspapers, academic speech or lecturers, research report, etc.

From the explanation above, this research tries to give materials that are expected to give an effect on students’ inferential comprehension of hortatory exposition text. The textual pattern is important in inferential comprehension

because the students could build their understanding to determine kinds of the text. In reading comprehension, inferences are essential to construct a coherent situation model because they provide the necessary connections to extract the explicit ideas of text. The sample of research used two kinds of the variable. The first is textual patterns as the “X” independent variable, and the second is students’ inferential comprehension as “Y” dependent variable.

Based on the explanation above, here is the figure of the research:

Figure 1.1 Research Framework



F. HYPOTHESIS

A hypothesis in research is preliminary answer toward research problem that the research. The existence of hypothesis in research indicates that research is quantitative research methodology. Furthermore, the hypothesis can make a clear question that will be researched. This research has two variables; the first is textual patterns as the “X” independent variable, and the second is students reading comprehension as the “Y” dependent variable. The relation of the hypothesis is proposed as follow: “The Effect of Using Textual Patterns on Students Inferential Comprehension in Hortatory Exposition Text”.

The hypothesis in this study is an alternative hypothesis (H_a) and the null hypothesis (H_0). The formulated hypothesis described following:

H_a : There is a significant difference in students’ inferential comprehension before and after using textual patterns.

H_0 : There is no significant difference in students’ inferential comprehension before and after using textual patterns.

G. PREVIOUS STUDIES

There are several previous studies focusing on the effect of textual patterns to teach a foreign language which shows that such strategy was effective. The first research is the study carried out by Matsubara (2003) entitled “How to Raise Awareness of Textual Patterns Using an Authentic Text”. It shows that knowledge for text patterns will allow a better understanding of the structure of any text through the recognition of signaling words and logical relationship within the text.

As the result, it is found that a helpful strategy for students, reading implies the construction of meaning through strategy; thus, the identification of text pattern will guide students throughout the reading.

The second research is the study carried out by Aslrasuli & Bakhshian (2014) entitled “The Effect of Teaching English Textual Patterns (Problem-solution, Hypothetical-real, General-specific) on Iranian EFL Learners’ Reading Ability”. Teaching and learning process of reading were related to that improvement to the students as well. The result yielded by this research demonstrated that teaching of English textual patterns has positive effects on the reading ability of Iranian EFL learners’.

The third research is the study carried out by Keiko (2010) entitled “ The Use of Textual Patterns in Reading”. It is shown that reading the text with aid of textual patterns can be expected to help EFL Learners create the coherence of a text. As the result, learning textual patterns give an effective strategy for EFL learners in improving their reading ability. In addition, to ‘text structure knowledge’ and ‘lexical knowledge’ second language learners should, therefore, be encouraged to gain a ‘culture knowledge’ of their target language and to make it a useful strategy in improving their reading skill as a whole.

Based on the several previous studies, it shows that the textual patterns can be used as a strategy to improve students reading comprehension. The first research focuses on reading class. The participants are requested to analyze a text taken from Time magazine. The second research focuses on the University students in

Iranian. The participants are requested to analyze a text to find out kinds of textual patterns. The third research focuses on University students in Nagoya, Japan. The participants are requested to analyze the short story in this research. It is different from the current study which focuses on Senior High School. The students are requested to understand the text with textual patterns. The text is a hortatory exposition text.

