

**TEACHING READING HORTATORY EXPOSITION TEXT THROUGH
ADVICE COLUMNS AT SENIOR HIGH SCHOOL**

PAPER

**Submitted for partial fulfillment of the requirement for S.1 degree in the English Department of
FBSS, State University of Padang**



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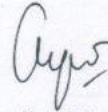
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Teaching Reading Hortatory Exposition Text Through Advice Columns

at Senior High School

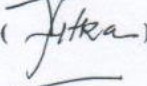
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ABSTRAK

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Pembimbing : Dra. Aryuliva Adnan,M.Pd.

Kemampuan membaca dalam Bahasa Inggris pada siswa sekolah menengah atas masih belum memuaskan,terutama hortatory ekposisi teks. Proses pengajaran membaca hortatory ekposisi teks masih kurang menarik untuk memotivasi siswa dalam meningkatkan kemampuan mereka. Makalah ini membahas salah satu strategi dalam meningkatkan kemampuan membaca teks tersebut yaitu dengan menggunakan *advice columns* atau kolom-kolom berisi saran. Dalam pelaksanaanya, pelajar diminta untuk mengerjakan kegiatan membaca yang telah disepakati dengan guru dan mengaplikasikan penggunaan *advice columns*.

Makalah ini bertujuan memberikan salah satu metode untuk memudahkan bagi guru dalam memilih strategi pembelajaran yang tepat untuk meningkatkan kemampuan membaca terutama kemampuan membaca hortatory ekposisi teks yang merupakan bagian dasar dalam membaca. *Advice columns* merupakan cara yang efektif karena menggunakan metode yang menyenangkan melalui pendekatan dengan bacaan menarik. Sehingga diharapkan kemampuan siswa dalam memahami teks akan meningkat dan mempermudah proses membaca selanjutnya. Selain itu, *advice columns* ini juga bisa digunakan dalam berbagai materi pembelajaran bahasa Inggris.

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The writer woluld like to express his deepest gratitude to his advisor, Dra. Aryuliva Adnan, M.Pd, who has given the continuous guidance and remarkable advice toward the completion of this paper. His appreciation also goes to his examiners Drs. Jufri, M.Pd and Fitrawati, S.S, M.Pd, who have given generous help and valuable suggestion to improve his paper. Then, the writer also would like to express the great gratitude to his academic advisor, Rusfdi Noor Rosa, S.S, who gives his advice and explanation for his academic study. The next thankfulness goes to the chairperson and secretary of English Department Dr. Kusni, M.Pd and Dra. An Fauzia R. Syafei, M.A, and all the lecturers and staffs in English Department for supplying his wih knowledge.

The write is also very grateful to his beloved family, his mother, his father, his sister, and his brothers for their love and affection. Last but not least, to all his friends from English Department and especially for his best friends, he thanks all for their kinds supports.

Finally, the writer welcomes any critics and suggetions from readers for improvement of this paper. The writer also hopes that this paper will give contribution to the english study.

Padang, 2 february 2011

The writer

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CHAPTER I

INTRODUCTION

A. Background of the Problem

There are four skills of language that should be mastered by students. They are listening, speaking, reading and writing. Learning through reading, student will get much knowledge on politics, economics, social, culture, education, history, science and technology.

Basically, the main purpose of conducting reading activity is the greatest attention in any level of education; especially for Senior High School students is to gain ideas and information as much as possible from reading materials. It means that they are required to be able to get the general thought as well as the detail information about the text being read reflecting their ability to answer the questions of what, where, when, who, and how.

Based on education curriculum of Indonesia, the students of senior high school have to master twelve types of the text ; (recount, narrative, descriptive, argumentative, expository, explanation, review, spoof, report, news item, procedure, and hortatory) and so that they can understand each of types as expected. But, in fact, the students still have many reading problems especially hortatory exposition text.

Based on the writer's experience during teaching practice at SMA, most of the students do not capability in reading English because they lack motivation. It may be caused of three main factories.

1. Unknown words

Being poor in vocabulary or too much unknown words will make student unmotivated to read where as vocabulary is important to understand a text.

2. Un appropriate materials

After learning process, the writer got another problem that makes the students failed in reading is the material or the text given.

3. Un appropriate technique of teaching reading

The last problem that may cause the students unable to read is the teachers' techniques are not interesting for the students. Based on the writer experience in teaching practice, most of English teacher often apply the routine in teaching reading. The teachers' steps are as follow: ask the students to look for some difficult words, explain the meaning of difficult words, ask them to read silently, and then ask them to answer the question related to the text, finally he discussed the students' answer in order to get the correct answers. So, this factor makes the students feel bored when they study in reading class.

Based on the explanation above, the writer is interested in discussing teaching reading hortatory exposition text through advice column that can help the students in reading comprehension. The writer is interested in creating a technique that has a relationship between the material and the media that will be used. In the process of teaching, teaching reading hortatory includes the generic structures of the text. Teaching reading hortatory exposition text through advice columns, which has purpose to persuade the listener or reader.

B. Limitation of the Problem

CHAPTER IV

CONCLUSIONS AND SUGGESTIONS

A. CONCLUSIONS

Reading is one of English basic skills that should be mastered by all students to get knowledge and information. But, many of the students have lack motivation in reading. They get confused in reading references written in English. It caused some factors such as reading material is not interesting for them and teacher's method is inappropriate for students reading level.

Teaching reading hortatory exposition text through advice columns will make the students able to identify the text easily. This is a good technique in understanding the text. The students understand the text base on thesis statement, arguments and recommendation of an issue from advice column.

Using this technique to the students is very useful. Beside the technique is interesting, it is also appropriate to students because it can improve their reading skills as well as enhance their knowledge of current issue.

Moreover, advice column are interesting lesson to know about the other countries, because the cultural differences can be introduced and be discussed here.

This technique is also economical and efficient to use in the class in teaching reading hortatory exposition text, because the materials are easy to find and use in the classroom.

In addition, using advice columns is appropriate technique for the students, because almost of the topic of the advice column state about young problem. So, it catches the students'

attention to read it. Besides, it can make the students critically thinking in the classroom. By applying this method, the students can enjoy and understand the text well.

B. SUGGESTIONS

In teaching reading hortatory exposition text through advice columns, the teachers are suggested to be able to choose the appropriate for the students. The interesting topics in reading advice columns will make the students are easy to identify the type of text. Beside it, it is suggested to the students to do reading a lot and expected to them to be more active in teaching learning process. And the last one, the teacher should give more practice to read many kinds of advice columns in order to improve students' ability in reading. By using of this method, the writer hopes the reading activity becomes the students' hobby.

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