



**A STUDY ON TEACHING READING HORTATORY EXPOSITION TEXT USING
COMPARE AND CONTRAST TO THE ELEVENTH GRADE OF SMA NEGERI 1
KANDAT IN ACADEMIC YEAR 2014 -2015**

THESIS



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UNIVERSITY OF NUSANTARA PGRI KEDIRI

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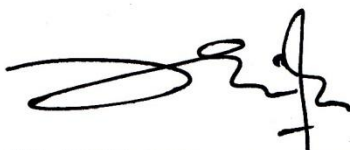
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**Approved and Accepted by the Skripsi's Supervisor of
The Faculty of Teacher Training and Education
UNIVERSITY OF NUSANTARA PGRI KEDIRI**

Date: January 14th, 2016

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On January 14th, 2016

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A STUDY ON TEACHING READING HORTATORY EXPOSITION TEXT USING COMPARE AND CONTRAST TO THE ELEVENTH GRADE OF SMA NEGERI 1 KANDAT IN ACADEMIC YEAR 2014-2015

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ABSTRAK

The aim of this research is to describe the application of compare and contrast strategy in teaching reading hortatory exposition text to the eleventh grade students of SMA Negeri 1 Kandat. This research used descriptive qualitative approach, with the students of class XI IPS 2 as the subject which consist of 37 students. The instruments in this research are observation, interview, questionnaire and documentation. To analyze the data the researcher use three steps, they are: reducing the data, presenting the data and making conclusion and verification. The result of the research showed that the teacher had applied compare and contrast strategy systematically and clearly and that it can increase the students' reading ability. While the students' response was enthusiastic. So it is recommended to the teacher to used various strategy in teaching reading.

Kata Kunci : Reading, Hortatory Exposition, Compare and Contrast



I. INTRODUCTION

Reading is a good thing in life because it is a factor of great importance in individual development and the most important activity in school. Reading is something that is required and indispensable for the all students because the success of their study activity depends on the greater part of their ability to read. Reading is one of the skills learnt by students. As written by Patel and Jain (2008: 113), “reading is most important activity in any class.” Reading is not only a source of information and pleasurable activity but also as a means of consolidating and extending one’s knowledge of the language.” It means that reading is very important, by reading, the students get information and knowledge. Brown (2001:298) states that, “Reading ability will be developed best in association with listening, speaking, and writing activities.” It means that if the students’ reading skill is poor, they also will be less in reaching their ability in mastering other English skill.

The eleventh grade students learn many kind of text, one of the text that must be learn by eleventh grade is hortatory exposition text. But there are some factors that can make students failed on understand the text such as the students were difficult to

comprehend and understand word by word of the text, to find the idea and topic of the text and making summarize.

To solve the problems and to improve the students’ achievement in reading skill, the teacher should use a suitable strategy in teaching reading. As written by Nunan (2003: 68), “strategic reading is defined as the ability of the reader to use a wide variety of reading strategies to accomplish a purpose for reading”. It means that by using strategy of reading, the teaching and learning process will be better and can accomplish the purpose of reading. One of the strategies that can be used by teacher in teaching reading hortatory exposition is compare and contrast. According to Silver, Strong and Perini (2007:69), “compare and contrast strategy is a strategy students use to conduct a comparative analysis using criteria to draw conclusion and infer possible causes and effects”. It means that this strategy is used by students to analyze by using comparison through some criteria to draw conclusion and conclude cause and effect correctly. So the researcher want to know how the application of compare and contrast strategy in teaching reading hortatory exposition text.

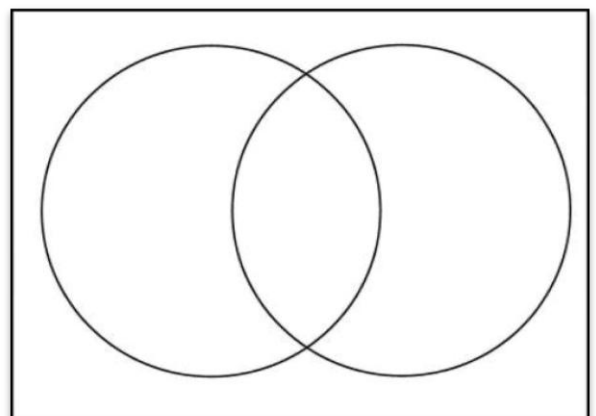
II. METHOD

A research design is a plan about the step to do the research. The design of this research is descriptive qualitative because in this research the researcher wants to know the process of teaching reading hortatory exposition, the students' response and the advantages and disadvantages of compare and contrast strategy in teaching hortatory exposition text. The researcher is an instrument because the researcher becomes an observer. This research is held at SMA Negeri 1 Kandat, the location is at Jl. Raya Kandat No.71, on May 2015. The research is for class XI IPS 2 which consist of 37 students. The researcher did the research twice on 8 May 2015 and on 12 May 2015. The source of data in this research are teacher, students and some documents. To collect the data the researcher used observation, interview, questionnaire and documentation. There are three steps to analyze the data, they are: reducing the data, presenting the data and making conclusion and verification.

III. FINDING AND CONCLUSION

Compare and contrast strategy is suitable strategy to teach reading hortatory exposition text. The researcher did two observations during the teaching

learning of reading hortatory exposition text using compare and contrast strategy. in the first meeting the teacher taught reading hortatory exposition text using compare and contrast strategy in group consist four until five students. And the second meeting the students do the task individually. To apply the compare and contrast strategy in teaching reading hortatory exposition text the teacher divide the activities into some steps. The first, the teacher review the last material by giving question answer with related material to the students. Second, the teacher introduce and explain the compare and contrast strategy include the purpose and how to use the compare and contrast strategy by using simple example are apple and orange. The teacher use a Venn diagram to making comparison between apple and orange.



The teacher gave namely in each part of Venn diagram. The left part is apple, the center part is the similarities of



apple and orange and the last part is orange. The teacher guided the students to identify by using some question which related with things. The teacher asked to the students what are the differences between apple and orange? Such as what is the color of those fruits? What is the taste of those fruits? What is the shape of those fruits? What are the extract of those fruits? And what are the similarities of those fruits? The teacher wrote the students' answer in each part of Venn diagram. The last ways is making a conclusion. The teacher guided the students to make conclusion by giving some questions, they are: Are the two more alike or more different?, What is the most important different?, and What a conclusion can you draw?. The teacher put a conclusion in a table. After the teacher gave explanation of compare and contrast strategy, the teacher divided the students into some groups. Each of the group received two texts to discuss.

During the process of teaching reading hortatory exposition text using compare and contrast strategy the students were enthusiastic. Almost of students felt interested and motivated joining the class. They also said that they prefer that teacher teach reading hortatory exposition text using the compare and

contrast strategy because compare and contrast strategy is easy to do and some students admitted that they had no difficulty during the learning process of reading hortatory exposition text.

There were many advantages that could be found from the teaching reading hortatory exposition text using compare and contrast strategy. Compare and contrast strategy also help the students to raise the students' knowledge. Compare and contrast strategy facilitates students to understand the content of passage since it requires the students to read all of text to be able to make comparisons from what they read. From the reading process, the students got a lot of advantages, including increase the knowledge about English language such as grammar and vocabulary, raise the students' concentration and focus, drill the students' skills to think and analyze and sharpen the writing skills.

However, compare and contrast strategy also has weaknesses in teaching reading hortatory exposition. They are, for students who have less vocabulary need extra time to make comparison because the students should read two texts. The students also felt difficulties to make a diagram both Vent and T-



chart. The students like to make a list, and then the students give different name like, similarity and difference.

Compare and contrast strategy is good to teach Reading hortatory exposition text. The use of compare and contrast strategy can help the students understand the material well.

VI. REFERENCE

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