IMPROVING STUDENTS’ READING COMPREHENSION IN ANALYTICAL EXPOSITION THROUGH SMALL GROUP DISCUSSIONS (A Classroom Action Research in Class IPS at Second Grade Students of SMA Budi Utomo Sokaraja in Academic Year 2012/2013)

A THESIS

Submitted to the English Department as a Partial Fulfillment of the Requirements for S.Pd Degree

By:

WAHYUNI
0701050045

ENGLISH DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
MUHAMMADIYAH UNIVERSITY OF PURWOKERTO
2013
MOTTO

❖ Believe in god

❖ Be positive thinking in every time, so that you can be positive feeling

❖ Never give up, before you do your best because life is strange.
DEDICATION

I would like to dedicate this thesis to:

1. Allah SWT, for his love, merciful and kindness. Thanks God for all the patience.
2. My beloved Mother and Father for great affection, prayer, patience, and for everything you have given.
3. My beloved husband thanks for love and support.
4. My beloved children, you are my spirit in finishing this thesis.
5. All of my friends in English Department 2007. Thanks for all.
ABSTRACT
IMPROVING STUDENTS’ READING COMPREHENSION IN ANALYTICAL EXPOSITION THOUGH SMALL GROUP DISCUSSION
(A Classroom Action Research in Class IPS at the Second Grade Students of SMA Budi Utomo Sokaraja in Academic Year 2012 / 2013)

By
WAHYUNI
0701050045

The aim of this research was to find out whether Small Group Discussion can improve students’ reading comprehension to the XI IPS grade students of SMA Budi Utomo Sokaraja in the academic year 2012/2013.

The method used a Classroom Action Research (CAR) which was designed by Wiriaatmadja design. The writer took two cycles with two actions in each cycle. It started from making planning, acting; observing and reflecting. There were two kinds of data that were collected. There were qualitative and quantitative. The qualitative data were taken from observation, questionnaire, interview and documentation. The quantitative data were taken from test (pre-test and post-test). To perform this research, the writer worked collaboratively with English teacher in that class.

Based on the data analysis, it can be concluded that Small Group Discussion could improve students’ reading comprehension. It was proved by the result of students’ reading comprehension improvement at the end of Cycle 2, and the improvement of students’ reading comprehension of test was 88% (15 students), in which their score reached the passing grade score of English lesson at SMA Budi Utomo Sokaraja in academic year 2012/2013 which was 75. There was an improvement of students’ reading comprehension of post-test at the end of Cycle 1 and Cycle 2. In Cycle 1, the mean result of students’ reading comprehension was 69.12% and in Cycle 2 was 79.41%. Thus, the improvement of students’ observation reached 17.64%, which meant that the students’ activeness improved after the implementation of Small Group Discussion. Furthermore, most of students gave their positive responses about the implementation of Small Group Discussion. It was supported by 80% students who gave positive responses in the questionnaire, which meant that the students felt happy having learning vocabulary using Small Group Discussion. Moreover, the interview results also supported the students’ pleasure about their English class especially in learning reading.
ACKNOWLEDGMENT

Assalamu’alaikum Wr. Wb.

Alhamdulillahi robi’l-’alam. Firstly, thanks to Allah SWT for his blessing and guidance, so that the writer could finish this thesis. This is submitted to fulfill one of the requirements to get S.Pd. Degree at the English Department of Teacher Training and Education Faculty of Muhammadiyah University of Purwokerto.

The writer wishes to express her great appreciation and gratefulness to:

1. Drs. Ahmad, M.Pd., as the Dekan of Teacher Training and Education Faculty on Muhammadiyah University of Purwokerto.
2. Endang Kusrini, S.Pd. M.Hum., as the Head of English Departement of Teacher Training English and Education Faculty of Muhammadiyah University of Purwokerto.
3. Drs. Pudiyono, M. Hum., and Faisal, S.S., M. Pd. as the first and second consultant who always guide her wisely and patiently during writing process of this thesis.
4. Adas Parmaji, BA. as the headmaster of SMP N 2 Kalibagor for permission and helping her did the study in his school.
5. Ria Yuniarti, S.Pd., as the English teacher of SMA Budi Utomo Sokaraja for helping the researcher did the study in her school.
6. All of the lectures who have delivered their knowledge that very valuable and useful for her life.
7. All of the Class XI IPS grade students of SMA Budi Utomo Sokaraja who have given good participation in this study.
The writer hopes that this thesis would useful for the reader. Finally, the researcher believes that this thesis is still far from being the perfect one. Therefore, the researcher would appreciate gladly to invite constructive, criticisms and also suggestions from the readers. The researcher hopes that this thesis will give valuable things especially for educational field and also those who are interested.

Purwokerto, February 2013

The writer
TABLE OF CONTENTS

TITLE ........................................................................................................................... i
APPROVAL ................................................................................................................... ii
LEGALIZATION ........................................................................................................... iii
MOTTO ........................................................................................................................ v
DEDICATION ............................................................................................................... vi
ACKNOWLEDGEMENT .............................................................................................. vii
ABSTRACT ................................................................................................................... viii
TABLE OF CONTENT .................................................................................................. x
LIST OF TABLE ......................................................................................................... xii
LIST OF FIGURE ...................................................................................................... xiii
LIST OF APPENDICES ............................................................................................... xiv

CHAPTER I INTRODUCTION
A. Background of the Research ...................................................................................... 1
B. Reason for Choosing the Topic .................................................................................. 3
C. Problem of the Research ............................................................................................ 4
D. Aim of the Research .................................................................................................. 4
E. Clarification of Terms ............................................................................................... 4
F. Contribution of Research ........................................................................................... 5

CHAPTER II THEORETICAL REVIEW
A. Reading Comprehension ........................................................................................ 7
   1. The Nature of Reading Comprehension ........................................................... 7
   2. Major Component of the Reading Comprehension ........................................... 8
   3. The Importance of Reading ............................................................................. 10
   4. The Aim of Reading ......................................................................................... 10
   5. Reading Technique ......................................................................................... 11
B. Analytical Exposition ............................................................................................ 13
   1. The Nature of Analytical Exposition ................................................................ 14
   2. Generic Structure of Analytical Exposition ...................................................... 13
3. Language Features of Analytical Exposition........................................14
4. Type of Analytical Exposition.................................................................14
5. Assessing Reading Comprehension of Analytical Exposition Text...........15

C. Small Group Discussions..........................................................................17
   1. Definition of Small Group Discussion ...................................................17
   2. Teaching Analytical Exposition Reading Using Small Group Discussion ....18
   3. Procedures in Applying Small Group Discussion for Teaching Analytical
      Exposition Reading.................................................................................20
   4. The Advantages of Small Group Discussion for Teaching Analytical Exposition
      Reading........................................................................................................21

D. Previous Relevant Research.......................................................................22
E. Basic Assumption........................................................................................22

CHAPTER III RESEARCH METHODOLOGY
A. The Method of Research...........................................................................24
B. Place and Time of the Research .................................................................24
C. The Subject of the Research......................................................................25
D. The Design of Research............................................................................25
E. Technique for Collecting Data ..................................................................27
F. Technique for Analyzing Data.................................................................32
   1. The Qualitative Data..............................................................................32
   2. The Quantitative Data...........................................................................33
F. Criteria of the Action Success....................................................................35

CHAPTER IV RESULT AND DISCUSSION
A. Result of the Research.............................................................................38
   1. The Implementation in cycle 1 ...............................................................38
   2. The Implementation in Cycle 2...............................................................53
   3. Instrument Result..................................................................................61
B. Discussion..................................................................................................65
   1. The Quantitative Data...........................................................................67
   2. The Qualitative Data.............................................................................69
CHAPTER IV CONCLUSION AND SUGGESTION

A. Conclusion ............................................................................................................. 75
B. Suggestion ............................................................................................................. 76

REFERENCES

APPENDICES
LIST OF TABLES

Table 1    Schedule of the Research................................................................................. 25
Table 2    The Indicator of the Students’ Activities.......................................................... 29
Table 3    The Indicator of the Teachers’ Activities.......................................................... 29
Table 4    The Students’ Questionnaire............................................................................. 30
Table 5    The Observation Result of the Students’ Activities........................................... 45
Table 6    The Observation Result of the Teachers’ Activities in Cycle 1......................... 46
Table 7    Students’ Improvement of Reading Post Test in Cycle 1................................. 47
Table 8    The Observation Result of the Students’ Activities in Cycle 2 ......................... 56
Table 9    The Observation Result of the Teachers’ Activities in Cycle 2 ......................... 59
Table 10   Students’ Improvement of Reading Post Test in Cycle 2................................. 60
Table 11   Reading Test Result ......................................................................................... 62
Table 12   The Result of Students’ Activities ..................................................................... 63
Table 13   The Improvement of Students’ Reading Comprehension from Cycle 1 to Cycle 2 ................................................................................................................. 68
Table 14   The Improvement of the Students’ Activities from Cycle 1 to Cycle 2 .......... 70
Table 15   The Questionnaire Result ................................................................................... 72
LIST OF FIGURES

Figure 1 Wiriaatmadja (2005: 6) ........................................................................................................... 26
Figure 2 Technique for Analyzing Data .............................................................................................. 32
Figure 3 Improvement of the Students’ Reading Test ................................................................. 62
Figure 4 Students’ Questionnaire Result ......................................................................................... 64
LIST OF APPENDICES

Appendix A  The Result of Pre Test
The Result of Post Test 1
The Result of Post Test 2

Appendix B  The List of Questions in Questionnaire
The Questionnaire Result
The Observation Sheet of the Teacher’s Activities
The Observation Result of the Teacher’s Activities in cycle 1
The Observation Result of the Teacher’s Activities in cycle 2
The Observation Sheet of Students’ Activity
The Observation Result of Students’ Activity in Cycle 1
The Observation Result of Students’ Activity in Cycle 2

Appendix C  Lesson Plan
Pre Test
Post Test 1
Post Test 2
The Answer Keys