CHAPTER 1
INTRODUCTION

A. Background of the Research

English is very important in the social interaction especially in international interaction because English is the one language for the world. According to Pei (1969: 67), “The world language should be a language for the world. It should be the sort of thing that is not restricted to any nation, or group of nations or to any social, cultural or professional groups.”

Most countries in the world use English as the second language besides their national language. However in Indonesia, English is as the first foreign language taught in the school. The English teaching and learning process in Indonesia has been given from the elementary school, junior high school, and senior high school until university.

In learning English, the students should master four skills: speaking, writing, reading, and listening. Among these four skills reading has the main role in human being life. By reading, the students can explore the world.

Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to criticize a writer's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read.

Based on the syllabus of senior high school, many kinds of text become the material that the students should master. There are narrative, exposition,
discussion, explanation, spoof, news item, etc. Those types of text have characteristics which can be used to distinguish the types of text. The students should be able to decide the kind of the text by finding the purpose, the generic structure and the lexicogrammatical features of the text.

Exposition text comprises hortatory exposition text and analytical exposition text. Analytical exposition text has a role in reading. This type of text can be found in scientific books, journals, magazines, newspaper articles, academic speech or lectures, research report etc. Analytical exposition are popular among scientific and academic community and educated people. This is the reason why the writer wants to do a study on analytical exposition text.

Comprehending analytical exposition text seems to be difficult work for students because it needs more comprehensive knowledge for them. This problem also occurred in the students of IPS at the second grade of SMA Budi Utomo Sokaraja. Based on the pre-observation done by the researcher on Monday, September 17th, 2012, it can be concluded that students had big problem in comprehending analytical exposition text. The students were confused to identify genres of texts, find the characteristics, understand the purposes, and understand the content of text.

Dealing with the problems of comprehending analytical exposition text, the English teacher in SMA Budi Utomo Sokaraja need to give positive response concretely and objectively and also try to think about appropriate technique for teaching reading, particularly in analytical exposition reading material. Some techniques can be applied in teaching reading of analytical exposition. One of the
techniques in teaching analytical exposition text is cooperative learning, specifically group discussion. Within cooperative learning, students benefit from sharing ideas rather than working alone. Students help one another so that all can reach some measurements of success.

Group discussion is one technique of cooperative learning that uses in particular subjects. This technique is proposed by Slavin. Slavin in Elliot et al. (1996: 355) stated that in an attempt to develop techniques designed to further cooperative learning, he proposed that students should work in small (four-member) groups of mixed ability, including one high achiever, two average achievers, and one low achiever.

Small group discussion is an effective technique in a reading class in comprehending analytical exposition text because a group discussion consists only four to five students. According to Roe et al. (1995: 332) in implementing cooperative learning techniques, teachers should explain the process and its purpose to their students. The cooperative learning process includes the discussion and sharing of ideas with students as active participants.

By using this technique, it is expected that the students would have better information or knowledge about how to comprehension the text. That is why the writer would like to implement Small Group Discussion in teaching reading to improve students’ comprehension genre of analytical exposition text.

B. Reason for Choosing the Topic

The writer has some reasons to choose the topic and those are:
1. Reading competence of the students’ of class XI IPS SMA Budi Utomo Sokaraja needed to be improved because their reading comprehensions are still low.

2. Small Group Discussion is an interesting way to make the students’ to be more active in classroom and easy to comprehend the reading material.

C. Problem of the Research

Based on the background of research, the problem of the study is “Can Small Group Discussion improve students’ comprehension in analytical exposition text in class IPS at the second grade of SMA Budi Utomo Sokaraja in academic year 2012/2013?”

D. Aim of the Research

The aim of the research is to improve the students’ reading comprehension on analytical exposition text through Small Group Discussions of class IPS at the second grade of SMA Budi Utomo Sokaraja in academic year 2012/2013.

E. Clarification of the Terms

The title of this research is “Improving Students’ Reading Comprehension In Analytical Exposition through Small Group Discussions” (a classroom action research in class IPS at second grade of SMA Budi Utomo Sokaraja in academic year 2012/2013).
To make it clear, below are the clarifications of terms used in this study:

1. Improve

According to Kellermen (1976: 483), “improve” is to bring, to make more desirable and an excellent condition. This improving is to make some or something better than before.

2. Comprehension

Cooper in Wynne (2008: 68) defines that reading comprehension as a strategic process by which readers construct or assign meaning to a text by using the clues in the text and their own prior knowledge.

3. Analytical Exposition

According to Anderson Mark (1997: 122), an analytical exposition is a piece of text that presents one side of an issue.

F. Contribution of the Research

The study is hoped that it will give good contributions to the teaching and learning process for both of students and teacher, especially in teaching and learning comprehension on analytical exposition through Small Group Discussions.

1. For the Teacher

It will give experience in conducting Classroom Action Research and show how Small Group Discussion really works well in classroom to improve students’ reading comprehension.
2. For the researcher

This research is an opportunity to practice the knowledge and skill and try to work collaboratively in the classroom action research, to find out the problem in the class and participate in effecting to improve the students’ reading comprehension.