

CHAPTER I

INTRODUCTION

This chapter presents background of the research, problem of the research, objective of the research, significance of the research, operational definitions, scope and limitation of the research.

1.1 Background of the Research

Reading is a process of enriching information and knowledge from the text. According to Birch and Rumelhart in Lems (2010:33), “Reading is an interactive process that takes place between the text and the reader’s processing strategies and background knowledge.” Reading is not only a source of information and a pleasurable activity but also as a mean of consolidating and extending the reader's knowledge of the language. Then, reading also can be said as the process of identification, interpretation and perception of written or printed material. The students as the active readers here need to take a part into the reading process.

The researcher conducts this research in MA Al-Badri Kalisat. This school uses School-Based Curriculum (KTSP 2006) in the teaching and learning process. The aim of teaching reading in this curriculum is to make students understand the text effectively and efficiently. This curriculum provides reading as one of the skills that is taught and learned in senior high school. It also invites students to

read actively. This engages the students to discover the whole meaning of the text. It is also explained in the competence standard of reading in this curriculum that reading is to understand the meaning of functional text in daily life.

Based on the preliminary study held on Monday, March 26th 2018 by interviewing the English teacher of MA Al-Badri Kalisat, the researcher found the eleventh grade students of MA Al-Badri Kalisat faced several problems in reading a text. Firstly, it was so difficult for them to comprehend the meaning of every word, sentence, paragraph in the text. The students' reading comprehension achievement was low. It was indicated by their reading score which explained that only 28% of the total students still who achieved the standard score of reading skill (*see Appendix 2*). Based on the calculation in the previous reading score, the reading score average was 71, it meant that the students still got the score below 75. Secondly, the students did not actively participate in classroom activities when the English teacher taught the students a reading material. They were not interested in reading English text. They found reading an English text was boring and stressful. For example, when the teacher asked about the meaning of the sentence, they seemed confused and could not tell the meaning of the sentence. They also needed much time to comprehend the text and they got difficult in making inference of the text. Therefore, the students need to merge their own thinking with the information they read to comprehend the information.

It is necessary to consider not only the reading skill but wider issue of reading comprehension. Lems (2010:170) explains, "Reading comprehension is not a static competency; it varies according to the purposes for reading and the text involved." The process of reading is an evolving interaction between the text

and the background knowledge of the readers. The purpose of the reading is to connect the readers' idea with the text they read. To make the students easier connect their idea with the text, it is needed to provide them a special reading strategy to build their comprehension.

The researcher uses the Discussion Web strategy in teaching the students to solve those problems. Crawford (2005:96) states, "Discussion Web combines the dynamics of a good discussion with cooperative learning techniques. Because the interaction in the activity takes place in pairs and within groups, the activity can be successfully done in classes of any size." The Discussion Web is constantly being modified and adapted to fit the needs of different grade levels and variety of content areas. This strategy builds the students' critical thinking skill because it provides the students to argue in both of the pro and con reasons.

The previous study conducted by Meidilla (2013) proves that Discussion Web strategy is quite effective to be applied in teaching reading because the students seem enjoyable and active in the class and it also helps the students to write using well-organized support for their positions about an issue. Shanda (2013) also proves that this strategy helps the students to make conclusions from the text they get. Therefore, based on previous studies above, this research entitled "Improving the Eleventh Grade Students' Reading Comprehension by Using Discussion Web Strategy in Analytical Exposition Text at MA Al-Badri Kalisat in the 2017/2018 Academic Year" is aimed to investigate how the Discussion Web strategy can improve the students' reading comprehension and classroom participation.

1.2 Problems of the Research

Based on the background of the research mentioned above, the problems of this research are:

1. How can the use of Discussion Web strategy improve the eleventh grade students' reading comprehension in analytical exposition text at MA Al-Badri Kalisat in the 2017/2018 academic year?
2. How can the use of Discussion Web strategy improve the eleventh grade students' participation at MA Al-Badri Kalisat in the 2017/2018 academic year?

1.3 Objectives of the Research

Based on the problem of the research, this research aims:

1. To know whether Discussion Web strategy can improve the reading comprehension of the eleventh grade students in analytical exposition text at MA Al-Badri Kalisat in 2017/2018 academic year or not.
2. To know whether Discussion Web strategy can improve the eleventh grade students' participation at MA Al-Badri Kalisat in the 2017/2018 academic year or not.

1.4 Significances of the Research

The result of this research has two significances; those are practical and theoretical significances

1.4.1 Practical Significance

Teachers can use the result of the study as a reference for their teaching variation strategies. The Discussion Web strategy can be used by the teacher to

improve the students' reading comprehension because it can build their critical thinking. By cooperating with their peers, the students can be more interested and enthusiastic in learning reading.

1.4.2 Theoretical Significance

It is expected to be a reference for other researchers to enrich their knowledge about the use of Discussion Web strategy in improving the students' reading comprehension.

1.5 Operational Definition

Operational definitions are the guideline to understand the key terms used in the presented study. It enables the researcher and the readers to get mutual understanding of the concept studied. It is necessary to define operationally reading comprehension, Discussion Web strategy, and analytical exposition text.

1.5.1 Reading Comprehension

Reading comprehension is the process of the reader in understanding the content of the text. Reading comprehension levels consist of word, sentence paragraph and text comprehension. It is needed to improve the students' reading comprehension, because the score of students' reading comprehension is still low; it is indicated by the students' score obtained from the English teacher.

1.5.2 Discussion Web Strategy

Discussion Web is an instructional strategy that allows all students to participate in a meaningful discussion in which they share their own ideas in reading activity. This strategy promotes critical thinking by encouraging students

to take a position for or against a particular point of view and requires them to establish and support evidence for their selected point of view based on their reading text.

1.5.3 Analytical Exposition Text

Analytical Exposition is a text that elaborates the writer's idea about a surrounding phenomenon. Its social function is to persuade the reader that the idea is an important matter. The generic structures of analytical exposition are; thesis, arguments, and reiteration or conclusion

1.6 Scope and Limitation of the Research

In accordance with importance of study, the researcher focuses and limits on the use of Discussion Web strategy in improving the students' reading comprehension in analytical exposition text. The research will be conducted to the eleventh grade at MA Al-Badri Kalisat.

