

**THE EFFECT OF USING DISCUSSION WEB STRATEGY
TOWARD READING COMPREHENSION IN
ANALYTICAL EXPOSITION TEXT AT
THE SECOND YEAR STUDENTS
OF SMAN 1 RETEH**



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1434 H/2013 M**

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A Thesis

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(S.Pd)



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ABSTRAK

Mardiyati (2012) :**“Pengaruh Strategi Discussion Web terhadap Pemahaman Membaca dalam Teks Analytical Exposition pada Siswa Kelas Dua di SMA Negeri 1 Reteh.”**

.Berdasarkan hasil observasi yang dilakukan penulis sebelum pembuatan skripsi, penulis menemukan permasalahan di dalam proses pembelajaran khususnya di pengajaran pemahaman membaca siswa pada teks analytical exposition. Oleh karena itu peneliti ingin melakukan penelitian ini.

Tujuan dari penelitian ini adalah untuk mengetahui bagaimana pemahaman membaca siswa yang diajarkan menggunakan strategi discussion web, dan untuk mengetahui pemahaman membaca siswa yang diajarkan dengan strategi yang biasa di gunakan guru di SMA 1 Reteh dan salah satunya adalah strategi Tanya jawab. Dan yang terakhir adalah untuk mengetahui ada perbedaan pengaruh antara kedua kelompok tersebut. Pada penelitian ini, siswa yang akan diteliti adalah siswa jurusan IPA.

Penelitian ni adalah penelitian eksperiment, tepatnya quasi eksperiment yang jenisnya non-equivalen control group. Dalam penelitian ini, kelas eksperiment mendapatkan perlakuan (treatment) sebanyak enam kali pertemuan. Instrument penelitian ini adalah try out dan memberikan teks. Para pesertanya adalah siswa kelas dua SMA Negeri 1 Reteh.

Temuan penelitian menunjukkan bahwa ada peningkatan, ini dapat dilihat dari, kemampuan siswa disekolah tersebut sebelum pemberian treatmen, mereka termasuk dalam kategori lemah, yaitu dengan nilai rata-rata mereka adalah 55.80 dikelas eksperimen, sedangkan pada kelas control adalah 55.80. Setelah sudah diberikan treatmen di kelas eksperimen, nilai rata-rata mereka naik menjadi 73.13. Dan skor uji-t. Total skor t-test adalah 5,217. Berdasarkan t-table, $2,00 < 5,217 < 2,65$. Oleh karena itu, dapat disimpulkan bahwa ada pengaruh yang signifikan dari penggunaan strategi discussion web terhadap kemampuan membaca siswa pada siswa kelas dua SMA Negeri 1 Reteh.

الملخص

مردياتي (2012) : "أثر إستخدام إستراتيجية Discussion Web علي فهم القراءة لدى الطلبة الصف الثاني بالمدرسة العالية الحكومية 1 رتيه"

بناء علي مراقبة الباحث قبل قيام بالبحث، فوجدت الباحث المشكلة في عملية التدريس خصوصا في تدريس فهم قراءة الطلبة في نصّ التحليلية العرضية. لذلك أرادت الباحثة أن تقوم بالبحث هذا الموضوع.

أهداف هذا البحث هي لمعرفة كيف فهم قراءة الطلبة باستخدام إستراتيجية Discussion Web، ثم لمعرفة فهم قراءة الطلبة باستخدام إستراتيجية التي استخدمها المدرس هناك و إحدى إستراتيجية المستحضمة هي إستراتيجية السؤال و الجواب. وأخيرا هي لمعرفة فرق بينهما. فرد البحث هو الطلبة في قسم IPA.

هذا البحث هو بحث التجريبي، وهو شبه تجريبية علي جنس غير المجموعة المتكافئة الضابطة. في هذا البحث، فصل تجريبي ينال المعاملة بعدد ست المرات. وأداة البحث هي المراقبة و إعطاء النصّ. والمشترون هم الطلبة الصف الثاني بالمدرسة العالية الحكومية 1 رتيه.

نتيجة البحث تدل علي أن هناك ارتفاع، هذا بالنظر إلي مهارة الطلبة قبل استخدام إستراتيجية Discussion Web تدخل إلي درجة ضعيفة، يعنى بمعدل 55.80 في فصل تجريبي و 55.80 في فصل ضابط. وبعد استخدام إستراتيجية Discussion Web في فصل تجريبي، تكون نتيجة الطلبة مرتفعا بمعدل 73.13. و نيجة uji-t. جميع نتيجة t-tes هي 5,217. بناء علي t-table، Discussion Web 2,00 < 5,217 < 2,65. لذلك، الملخص هو هناك أثر ذومعنى من إستخدام إستراتيجية Discussion Web علي فهم القراءة لدى الطلبة الصف الثاني بالمدرسة العالية الحكومية 1 رتيه.

ABSTRACT

Mardiyati (2012) : **“The Effect of Using Discussion Web Strategy toward Reading Comprehension in Analytical Exposition Text at the Second Year Students at SMAN 1 Reteh.”**

Based on the writer’s preliminary study, it was found that the students could not comprehend the meaning of texts in their text books at the school. This problem was caused by some factors. For example, some students could not understand about the content of reading text and identify the detailed information of the text. So, the writer was interested in carrying out the research about this problem.

The purposes of the research were to find out students’ reading comprehension taught by Discussion Web strategy and without Discussion Web strategy and to find out the significant effect of Discussion Web strategy to improve students’ reading comprehension in analytical exposition text at the second year of State senior high school 1 Reteh. The sample of this research was Science major.

This research was an experiment research, precisely a quasi-experiment design non-equivalent control group. There were six meeting in giving treatment. The instruments of this research were try out and test. The sample was the second year students of SMAN 1 Reteh.

The research findings show that the improvement could be seen from the score of t-test. Before giving treatment the mean of their point of the experiment class is 55,20 and the control class is 55,80. After giving the treatment in experiment, their point got 73,13. While the control class got 59,73 only. The total score is 5,217. Based on t-table $2,00 < 5,217 < 2,65$. Therefore, it could be conclude that there is significant effect of using discussion web strategy toward reading comprehension of the second year students at SMAN 1 Reteh.

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In the name of Allah Almighty, The Lord of Universe, by His guidance and blessing, the writer has finished and completed this academic requirement for the award of undergraduate degree at English Education Department of Education and Teacher Training Faculty of State Islamic University of Sultan Syarif Kasim Riau.

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Finally, the writer realizes that there are many weaknesses in this thesis. Thus, comments, critiques, suggestions and advices are needed in order to improve this thesis.

May Allah Almighty bless them all. Amin....

Pekanbaru, December 2012

The writer

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Reading is one of the skills that the students should master in learning English as a foreign language. In learning English, one of the language skills that the students need to acquire is reading. The aim of teaching reading is to make students able to read the text effectively and efficiently. Harmer says that reading is an exercise dominated by the eyes and the brain. The eyes receive message and the brain then has worked out the significance of these messages. It means that reading not only looking at the written word but also understanding what the text means.¹ Reading comprehension is the degree to which we understand what we read. Comprehending what students read not only recognizing the words but also understanding the words in the text. Linda states that the true comprehension means making sense of what you read and connecting the idea in the text to what you already know.² It also means the students remember what they have read. In other hand comprehending the text means thinking while students read.

¹ Jeremy Harmer. 1991. *The Practice of Language*. (London: Longman) p. 190

² Mikulecky, S Beatrice and Jefries Linda. 2007. *Advanced Reading Power*. (New York : Longman) p. 74

In order to accomplish the students' needs toward reading, School Based Curriculum (KTSP) provides reading as one of the skills that is taught and learned in senior high school. SMAN 1 Reteh Indragiri Hilir Regency is one of schools that also use School Based Curriculum (KTSP) as its guidance in teaching-learning process. In SMAN 1 Reteh Indragiri Hilir Regency, reading has been taught since the first year of English teaching period. Reading is taught twice in a week with time duration 40 minutes for one-hour. According to syllabus 2012-2013 at the second grade, the base competence of reading is understanding functional text and expressing the information of genre of texts, such as monologue of narrative, report, and analytical exposition.³ In this research, the writer focuses on analytical exposition text. Based on the citation above it is clear that reading comprehension needs many aspects that have to be mastered by the students.

Based on preliminary research in SMAN 1 Reteh Indragiri Hilir Regency, the teacher used question answer relationship strategy. This strategy uses some question to easier comprehend the text. Question answer Relationship is strategy to help students comprehend the text. Raphael states that this strategy as a way to help students realize that the answers they seek are related to the type of question that is asked; it encourages them to be

³ *Syllabus of SMAN 1 Reteh 2012-2013*. 2012. (Unpublished: p.18)

strategic about their search for students answers based on an awareness of what different types of questions look for.⁴

Even more important understands where the answer will come from. However it can help students comprehend the text. It is very absolutely expected to involve students actively in learning process by enabling them to get information from the text. Ideally, the students in SMAN 1 Reteh Indragiri Hilir Regency should be able to comprehend the text. But, contrary to the fact the teacher found many students have difficulties to comprehend the text. Based on the writer's preliminary observation on 10 January 2012 and interview the English teacher there; it was found that the students' reading comprehension still low. It can be seen from symptoms:

1. Some of the students are not able to identify main idea from the text
2. Some of the students are not able to identify the supporting ideas from the text
3. Some of the students are not able to get information from the text.
4. Some of the students need much time to comprehend the text
5. Some of the students get difficulties in making inference in analytical exposition text.

⁴ Raphael, *Question and Relationship*, 19 July 2006, accessed on March 2011, URL for this page: <http://www.readingquest.org/strat/qar.html>

To overcome these problems and to improve the students' reading comprehension needs an appropriate strategy and help them as solution for their problems. There is actually a method that can help the students in reading comprehension, called Discussion Web Strategy. Discussion Web strategy is graphic aid that helps the students think critically what they have read.⁵ It means the students are able to comprehend the text and can understand about the content of the text. In addition, this strategy enables the students in making sense and develops their prior knowledge. The writer considers that Discussion Web Strategy can help the students to develop reading comprehension.

Based on the explanation and the problem above, the writer is interesting conducting a research entitled **“The Effect of Using Discussion Web Strategy Toward Reading Comprehension in Analytical Exposition Text at the Second Year Students of SMAN 1 Reteh.**

B. Definition of Terms

To avoid misunderstanding and misinterpreting toward the terms used in the research, it is necessary to explain them:

1. Discussion Web Strategy is a special type of graphic aid developed by Alvermann as a way to help students confront misconceived

⁵ Barbara and Virginia, 2010. *35 Strategies for Guiding Readers for Informational Text.* (New York : The Guildford Press) p. 100

ideas that may be hindering their comprehension.⁶ In this study, Discussion Web Strategy is a strategy that is applied in reading comprehension of the second year students at SMAN 1 RETEH.

2. According to Ellen reading Comprehension is if the students read the words of the text and they understand what they are reading. Ellen states that the keys variables in reading comprehension include the reader, the activity of reading and the text.⁷ It means that reading comprehension can be reached if the reader can understand and comprehend what the text means. In this research, writer asseses the reading comprehension of the students in comprehending the text of the second year students at SMAN 1 Reteh.

3. Analytical Exposition Text

Analytical exposition is popular among science, academic community and educated people. In addition, an expository text gives information such as: explaining something, giving direction, and showing how to do something to the reader.⁸ The generic

⁶ Manzo V. Anthony and Manzo C. Ula 1995. *Teaching Children to be Literate*. (Florida, Harcourt Brace College Publisher). p. 384

⁷ Ellen McIntyre, Nancy Hulan, and Vicky Layne 2011. *Reading Instruction for Diverse Classrooms*. (London, The Guildford Press) p. 113

⁸ M. syafi'I, M. Fauzan., & Jonri Kasdi. 2007. *The Effect Paragraph Development: The Process of Writing for Classroom Setting*. (Pekanbaru: LBSI). p. 62

structures of analytical exposition are; thesis, arguments, and reiteration or conclusion.

C. The Problem

1. Identification of the Problem

- a) How is the students' reading comprehension in comprehending analytical exposition text?
- b) Why do the students get difficulties in identifying main ideas from analytical exposition text?
- c) Why do the students get difficulties in making inference in analytical exposition text?
- d) Why do the students get difficulties in identifying supporting ideas in analytical exposition text?
- e) Why do the students need much time in comprehending the text?
- f) What are the factors that make the students get difficulties in comprehending the text?

2. Limitation of the Problem

Because writer finds many problems in this research, the writer focuses and limits the problem to improve students reading comprehension. Therefore this study focus on the effect of using discussion web strategy toward reading comprehension in analytical exposition text of the second year students at SMAN 1 Reteh.

3. Formulation of the Problem

- a. How is the students' reading comprehension which is taught by using discussion web strategy at the second year students of SMAN 1 Reteh?
- b. How is the students' reading comprehension which is taught without by using discussion web strategy at the second year students of SMAN 1 Reteh?
- c. Is there any significant effect of using discussion web strategy toward reading comprehension at the second year students of SMAN 1 RETEH?

D. The Objectives and Significance of the Research

1. The Objectives of the Research

- a) To find out the student's reading comprehension in comprehending the text before being taught by using discussion web strategy.

- b) To find out the student's reading comprehension in comprehending the text after being taught by using discussion web strategy.
- c) To find out whether there is significant effect in student's reading comprehension in analytical exposition text after being taught by using discussion web strategy of the second year students at SMAN 1 Reteh.

2. The Significance of the Research

Related to the objectives of the research above, the significant of the research are as follows:

- a. To give contributions to the teacher in teaching reading
- b. To give information to the teachers, and the institutions about the effect of using discussion web strategy toward reading comprehension
- c. To give some contributions to the students in order to improve students' ability in reading comprehension

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Framework

1. The Reading Comprehension

Reading is one of the four language skills (listening, speaking, reading, and writing). Reading is important to be learned and mastered by every individual person. Reading is a natural passage of ideas and concepts from one person to another (mind-to-mind communication).⁹ It means reading is the communication between the author and the readers and they can interpret what the authors imagine.

In addition, Nunan states that reading is a fluent process of readers to combine information from a text and their own background knowledge to build meaning.¹⁰ The readers can integrate their background knowledge with the text to create the meaning. A reader's background knowledge can influence reading comprehension. So, to comprehend the text own background knowledge is one of the important parts to read the text meaningfully.

⁹ Bennette, Joseph, 2001. *A Course in Light Speed Reading* (Newyork, Salem) p. 23

¹⁰ Nunan, David. 2003. *Practical English Language Teaching; 1st Edn*, (Singapore: Mc. Graw Hill). p. 68

The purpose for reading also determines the appropriate approach to reading comprehension. Klingner, Vaughn and Boardman argue that reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge and fluency.¹¹

In reading activity, it is important for the reader to understand or comprehend the reading text, because one of the purpose of reading itself is to get information or knowledge. Margaret said that in reading comprehension, thinking is a basic component of comprehension, when we are reading a book we have to see relationship, make comparison, follow sequence of events, and engage in any number of similar. So, it should hardly seem necessary to persuade you that reading involves thinking¹².

According to Williams, there are three main phases needed to follow in reading activity, namely¹³:

- a) Pre – reading: aim to introduce and arouse learners’ interest in the topic. Giving reason to read and some questions that are related to the learners’ background knowledge ideas and opinion would motivate learners’ eagerness to read the whole text.

¹¹ Klingner, et. Al., 2007. *Teaching Reading Comprehension to Students with Learning Difficulties* (New York: The Guildford Press) p. 2

¹² G. Margaret Mckim.1981. *Guiding Growth in Reading*. (Newyork: The macmillan Company) p. 153

¹³ Eddie Williams. *Reading in the Language Classroom [Electronic Book]*. England: Hert Fortshire Phoenix, elt., 1996. p. 51

- b) Whilst reading: aim to help students understand the purpose and texts' structure and to clarify texts' content. Some activities like answering comprehension question, completing diagram or maps, making list and taking notes are whilst reading type work.
- c) Post – reading: aim to consolidate what has been read with learners' own knowledge, interest, or ideas.

Reading with comprehension is the important part because the goal of reading itself is to communicate with the text. If the readers cannot understand what the text means, we are not reading. Based on the Gerald explanation comprehension is the essence of reading because the goal of written language is communication message.¹⁴

In addition, Gerald explained that definition of comprehension. They are:

¹⁴ Duffy, G Gerald. 2009. *Explaining Reading*. (New York : The Guildford Press) p. 14

- 1) Proactive, because the reader must be actively thinking and constantly monitoring the meaning.
- 2) Tentative, because prediction made in one moment may change in the next moment
- 3) Personal, in that meaning resides in the reader's interpretation, which in turn is controlled by prior knowledge
- 4) Transactive, because the reader's background interact with the author intention
- 5) Inferential, because the reader can only make a calculated guess about the author's meaning since the author was operating from one set of experiences and the reader from another.
- 6) Reflective, in that good readers evaluate what they have read and determine in significance and/or how it can be used after finishing reading.¹⁵

On the other hand, reading comprehension is a complex process by which a reader tries to reconstruct a message encoded in graphic language by a writer. It is an interaction between reader and author.

Harris and Smith stated that there are five factors of reading comprehension¹⁶. They are:

a. Background experience

In reading activity, by having background experience the pupil will be easy to comprehend the reading text.

¹⁵ *Ibid* p. 19

¹⁶ Harris, A Larry and Smith, B carl. 1986. *Reading Intruction*. (Newyork: The Guildford Press) p. 48

b. Language Ability

In the process of reading comprehension, language ability is important. One must have basic knowledge of English language such as syntax, semantics, etc.

c. Thinking Abilities

Thinking is a basic component of comprehension, when we read a book we have to see relationships, make comparisons, follow sequences of events and engage in any number of similar mental operations, so it should hardly seem necessary to persuade you that reading involves thinking.

d. Affection

Affective factors are important to comprehension. Educators are increasingly recognizing that the students' interest, motivations, attitudes, beliefs and feelings are important factors that cannot be taken for granted or ignored in the educational process.

e. Reading Purpose

The purpose of reading is important. The purpose may help some students focus on a key issue and result in a better understanding of an important aspect of the story.

In conclusion, reading comprehension means a basic component for a person to engage in an activity involving skill, knowledge,

understanding of words, seeing the relationship among words and concept, and organizing the ideas.

2. Teaching Reading Comprehension

Reading is a way to understand what the writer conveys to the reader. Reading is centrally a comprehension process.¹⁷ The important point that in comprehending text is related to the goal, it means that the teacher must teach it. Therefore, the student will understand the text.

The important point that in comprehending text is related to the goal, it means that the teacher must teach it. Therefore teaching reading comprehension include as follow;

- a) Identify meaning
- b) Build Vocabulary
- c) Understand about the text.

Beside Hughes explained that teaching reading must teach about as follows; Identify pronominal references, main ideas, what kind text involve, topic, supporting details, recognize writer's intention, and making references.¹⁸

¹⁷ Grabe, William. 2009. *Reading in Second Language; Moving from Theory to Practice*. (Cambridge : Cambridge University Press [*Electronic Book*]). p. 15

¹⁸ Hughes, Arthur. 2003. *Testing for Language Teacher; 2nd edition* . (Cambridge; Cambridge University) p. 13.

In this study, the writer uses principle from Hughes. Therefore, it will be foundation and indicators variable X because it is more complete than the others.

3. The Level of Comprehension

According to Clymer in Danny Brasswell and Timothy Rasinski, there are three levels of comprehension. The three levels of comprehension are important and needed to be fostered. They are¹⁹;

a. Literal Comprehension

The primary step in reading comprehension is identifying facts directly stated in the passage. It is seen as the first level of comprehension. It is the simplest form of locating information in texts because the information is stated directly in the text. This idea is supported by Clymer who stated that literal comprehension requires a reader to be able to retell or recall the facts or information presented in a text²⁰.

b. Inferential Comprehension

Inferential comprehension is comprehension that involves using reasoning- drawing conclusions about the relationships between or among bits of information that are not explicitly stated. It requires

¹⁹ Danny Brasswell and Timothy Rasinski. *Comprehension that Works Taking Students Beyond Ordinary Understanding to Deep Comprehension [Electronic Book]*. Shell education, 2008 p.16

²⁰ *Ibid*

relating background knowledge to what is read or applying knowledge about text structure to aid comprehension²¹. It refers to the ability of a reader to take the information that is inferred or implied within the text²².

c. Critical Comprehension

Critical comprehension requires readers to make judgments about what they are reading based on an evaluation of several text-grounded factors, the determination that it is fact not opinion, the objectivity of the author, and whether the text is believable.

4. The Factors Influencing Reading Comprehension

There are several factors that influence reading comprehension. They are:²³

a. Prior Knowledge

Prior knowledge is so necessary for comprehension that some speculates can often account for a large portion of the difference between successful and unsuccessful comprehension. Teachers must begin by assessing whether or not this is true by providing background information and vocabulary instruction when

²¹ Online Academy. *Inferential Comprehension*.
http://www.csuchico.edu/sped/onlineacademy/a303/lesson/lesson_1/glossary/inferent.html.
 Retrieved Mei 28 2011.

²² *Op.cit.*

²³ Judith Westphal Irwintio. 1986. *Teaching Reading Comprehension Processes*. (New Jersey: Prentice Hall) p. 102

necessary, and by helping students to select what information they will need to apply and when to apply it.

b. Motivation and Interest

Comprehension is also improved when the students are motivated and interested. To some extent, teachers facilitate motivation each time they make the task easier by making sure that the students have the requisite skills and schemata. Being interested in the material leads to more motivation and the students read interesting material with greater comprehension than uninteresting material, even when readability level is the same for each.

c. Cultural differences

Teachers should be aware of how cultural differences influence the comprehension of individual students. Cultural differences can clearly be related to the differences in prior knowledge, vocabulary, and interest. Moreover, teachers should be careful to recognize the validity of the thinking strategies of culturally different students, even when trying to teach standard one.

d. Decoding fluency

Finally, students can not be expected to comprehend passage when they are devoting large amounts of attention to identify individual words. They should be given material they can decode fluently if they develop their comprehension skill.

5. The Concept of Discussion Web Strategy

Discussion web strategy is a special kind of graphic aid for teaching students to look at both sides of an issue before drawing conclusion.²⁴ In addition, discussion web strategy is one of graphic aids for teaching students to make a clear conclusion. It can promote the students to make a conclusion by using a special kind of graphic aid in order to make conclusion for an issue.

In addition, Barbara and Virginia state that discussion web is the strategy to encourage students to consider different point of view about an issue and helping them to reflect on the fact that there are multiple ways to view a particular idea.²⁵ In other words, this strategy can help the students to build their background knowledge about an issue and reflect on the fact. Teaching reading by using this strategy can keep discussion to focus on students viewpoints with relevant information.

Then, Discussion web strategy is central to help the students comprehend the text at deeper levels.²⁶ It means that, discussion web is the

²⁴ Alvermann, E. Donna, 2001 The Discussion Web: A Graphic Aid for Learning Across the Curriculum. *The Reading Teacher*. IRA p. 92

²⁵ Barbara and Virginia. 2010. *35 Strategies for Guiding Readers for Informational Text*. (New York: The Guildford Press) p.100

²⁶ O'Callagan, Catherine and Antonacci, A Patricia. 2012. *Promoting Literacy Development*. (Callifornia, SAGE Publications, Inc) P. 219

strategy to help the students comprehend the text and teaching reading by using this strategy can improve their reading comprehension.

Beside, discussion web is strategy designed to include all students in active participation in classroom discussion.²⁷ In other words, this strategy is an effective activity to make the students as an active participant in the classroom. Classroom discussion is an important way to encourage the students to think. Classroom discussion can be applied by using this strategy. This strategy can be applied in the classroom by using cooperative learning because the advantage of cooperative learning is to give students multiple opportunities to interact to each other in the classroom.

Buehl explains that the advantages of discussion web strategy are;²⁸

- a. The students are active participant in discussion and develop collaboration skill
- b. The students have a framework to evaluate both sides of an issue or question and they are encouraged to process opposing evidence before asserting their view points
- c. The students write using well-organized support for their position.

Then, Patricia and Catherine state that this strategy may be used with fiction or nonfiction literature with any text and poses issues that may have

²⁷ Buehl, Doug. 2009. *Classroom Strategy for Interactive Learning*. (Chicago. IRA Inc). p.76

²⁸ *Ibid.* p.78

different point of view.²⁹ It means that, this strategy can be applied by using the text that have different point of view. Based on the syllabus of the second grade in SMA N 1 RETEH based competence of reading is understanding functional text and express the information of genre of texts, such as monologue of narrative, report, and analytical exposition. So, the writer uses analytical exposition text to teach in the classroom by using Discussion web strategy.

In conclusion, discussion web strategy can be applied for all students and can be used for all literacy. In this study discussion web strategy is used for the second grade students in teaching reading comprehension.

6. Teaching Reading by Using Discussion Web Strategy

According to Anthony and Manzo, how to teach by using discussion web strategy includes;³⁰

- a. Prepare the students to read the selection by activating background knowledge, introducing new vocabulary and setting purposes for reading.
- b. Identify, from reading selection a central concept or yes/no question that students may have misconceived. Distribute the graphic aid

²⁹O'Callagan, Catherine and Antonacci, A Patricia, *loc. Cit.*

³⁰Manzo V. Anthony and Manzo C. Ula 1995. *Teaching Children to be Literate.* (Florida, Harcourt Brace College Publisher). p. 384

form to students. students are directed to write the central question in the center and work in the partner to list, on one side of the graphic evidence from the text in support of the concept statement and on the other side evidence and refuse it. This provides an opportunity to informally model the active reading processes of questioning, verifying opinions, and translating information into one's own words

- c. The students directed join to another group of two, defend their position in working a group conclusion.
- d. One person from each small group is selected to report and teacher should watch for cases where students supported a misconception by taking incomplete information from the text.
- e. Students are directed to write their individual response including their own ideas and those expressed by others.

Besides, other steps to teaching this strategy can be illustrated in the following table.³¹

³¹Jhon,*OralCommunication*
http://www.kendallhunt.com/uploadedFiles/Kendall_Hunt/Content/Higher_Education/Uploads/Johns_CAL_Preface_Overview_3e.pdf p.173

What teachers do	What students do
<p>Before</p> <ol style="list-style-type: none"> a. Use before reading strategy to prepare students before assigning a reading selection on relevant topic b. Target a particular position in reading selection and explain that students will read and construct the point in the reading. c. Present the discussion web question to the class. 	<p>Before</p> <ol style="list-style-type: none"> a. Read the selection chosen by the teacher b. Think about the point made in the reading selection and individually try to construct support for both sides of issues
<p>During</p> <ol style="list-style-type: none"> a. Explain to students that they will have to develop support for both viewpoints by citing specific reason b. Allow enough time for students to write down reason for each viewpoints c. Put students in pairs to share the written ideas d. Combine two pairs of students and compare ideas on which viewpoints e. Call on representative from each group to share the group's conclusion with the class 	<p>During</p> <ol style="list-style-type: none"> a. Think about and individually record ideas on both sides b. Share ideas with a partners c. Move on to sharing ideas in group of four. The group must decide which side of the issue to support d. Reach a conclusion as an entire class about the viability of each position
<p>After</p> <ol style="list-style-type: none"> a. Follow up by asking students to individually write a paragraph about their own position and the reason for it b. Provide time to reflect the discussion skill they used during the activity 	<p>After</p> <ol style="list-style-type: none"> a. Write about their position and reason for it b. Reflect on the discussion skill they used and how they can improve their participation and effectiveness in small group discussion.

In conclusion, the writer combines both of the models of the strategy to applying the in the classroom. It is easy to apply and the students will be happy with the activity.

7. The Nature of Analytical Exposition

a. Definition

An analytical Exposition text is a factual text used to a point of view, or an argument. These types of text can be found in scientific book, journals, magazine, news paper articles, academic speech or lectures, research report etc.

Analytical exposition is popular among science, academic community and educated people. In addition, an expository text gives information such as: explaining something, giving direction, and showing how to do something to the reader.³²

Peter states that analytical exposition text is a text type which clearly focuses students on the purpose of argument; that is, putting forward a viewpoint and providing evidence to support it.³³ In this research, analytical exposition text is a text that the students will read by using discussion web strategy. Analytical exposition text is a text that is to analyze, elaborate, and persuade by giving arguments for the readers so that the readers can believe

³² M. syafi'I, M. Fauzan., & Jonri Kasdi. 2007. *The Effect Paragraph Development: The Process of Writing for Classroom Setting*. (Pekanbaru: LBSI). p. 62

³³ Peter Knapp and Megan Watkins.2005. *Genre, Text, Grammar; Technologies for Teaching and Assessing Writing [Electronic Book]*. (Australia: A UNSW Press book). p. 191.

our writing; also, they can be persuaded. It is a text that elaborates the writer's idea about the phenomenon surrounding. Therefore, to make arguments, we can see the phenomena happen around us. In order to make the persuasion stronger, the speaker or writer gives some arguments as the fundamental reasons why something is the case.³⁴

b. The Generic Structure of Analytical Exposition Text

Generic Structure is package of events in a text. It will explain how the stages move through to attain the purposes. The generic structure exposition usually has three components: thesis, arguments, and reiteration or conclusion.

- 1) Thesis : Introduce the topic and shows speaker or writer's position; outline of the arguments are presented.
- 2) Arguments : it consists about point and elaboration point, states the main argument elaboration, develops and supports each point of argument
- 3) Conclusion : Reiteration (restatement), restate speaker or writer's position.

³⁴ Atikah Cikok shakar. Analytical Exposition. 2010. Retrieved on June 12, 2011. <http://www.scribd.com/doc/23978194/Analytical-Exposition>

The Sample of Analytical exposition

The Importance of English

Thesis : I personally think that English is the world's most important language. Why I think like that?

Arguments

- a) Firstly, English is an international language. It is spoken by many people in around the world although it is a second language
- b) Secondly, English is also the key which open the window to scientific and technical knowledge, which is needed for economic and political development of many countries in the world
- c) The last, English is top requirement of these seeking jobs. Applicant who master either active or passive English are more favorable than those who do not

Conclusion : From the fact above, it is obvious that everybody needs to learn English to greet the global era

In conclusion, analytical exposition text is the text that students should master in teaching reading comprehension. In this research, the writer will use analytical exposition text to teach students by using discussion web strategy.

In this study, the writer used some topics of analytical exposition text to teach the students in experimental class. They are: Money, Smoking Good for Us? , Dust Bin, the Dangerous of Using Drugs, the Unhealthy Fast Food, Career in Translation.

8. The Relevant of the Research

According to syafi'i³⁵, relevant research is required to observed some previous researchers conducted by other researcher in which they are relevant to our research itself. Besides, we have to analyze what the point that was focussed on, inform the design, finding and concluding of the previous research, that of:

1. Cynthia E. Hynd conducted a research entitled “Effects of interactive discussion and text type on learning science concept”. The research included into True-Experimental research. Pretest Posttest Control Group design was used to conduct the research. The research was designed to determine the usefulness of interactive discussion in helping ninth grade students in a rural county high school in Georgia. The subject of the research was eighty-six ninth grade students in a county high school in rural Georgia were the subjects. 40% were European American and 60% African American. Three variant factorial analyses of covariance were run to analyze the data and the results were reported from the unique sums of squares procedure through the

³⁵ M. Syafi'i. S. 2007. *From Paragraph to a Research Report: A Writing of English for Academic Purpose*. (Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive/LBSI). P. 122

SPSS package to account for the disproportional cell size. The analysis of covariance (ANCOVA). The research findings showed that there was significant difference between the discussion web, question/answer worksheet, and true /false items with commonly held misconceptions. Discussion web condition performed better than the question/answer condition and Students in the discussion group scored higher on the application, the question/answer and true false posttests. Another, Discussion webs did increase the students' achievement on the posttest measures although they were not always successful in helping students modify their understandings.

2. A research is conducted by Muslih (2008). The title is Improving Reading Comprehension Ability of the Second Year Students of MAN Temanggung through "GRASP" Strategy. This study was conducted to improve the reading comprehension ability of the second year students of *MAN* Temanggung. The design of the study was collaborative Classroom Action Research. Meanwhile, this study focused on analytical and hortatory exposition as the text types which must be taught to the second year students of Senior High Schools. The study was conducted through cyclic activities to collect the data consisting of preliminary study, planning, implementing, observing, and reflecting. There were two criteria to determine that the study was considered successful, namely: the students' mean score increased from 56.00 into 73.31, and the students were actively involved in the teaching learning activities.

These relevant researches which were conducted by previous researchers give contribution toward the research that will be conducted by the writer. The first research entitled “Effects of interactive discussion and text type on learning science concept” and the second one was “Improving Reading Comprehension Ability of the Second Year Students of MAN Temanggung through “GRASP” Strategy. They are as references to the writer because the previous researchers show that discussion web strategy is effective to improve comprehension. So, the writer is interested in conducting this research. The differences between previous researches and the research that will be conducted by the writer are different subject and object of the research, different situation that will be faced, different research design because the writer’s research design is quasi experiment design.

9. Operational Concept

The operational concept, the writer would like to explain briefly about variable of the research itself. There are two variables will be used. The first is discussion web strategy to the teacher’ technique in teaching reading comprehension, the second is students’ ability in reading.

Discussion web strategy is an independent variable and reading comprehension is a dependent variable, to operate the investigation on the variable, the writer will work based on the following indicators:

1. The indicators of discussion web strategy are as follows:
 - a. The teacher ask the students to read the text by activating background knowledge
 - b. The teacher introducing new vocabulary
 - c. The teacher setting the purposes of reading
 - d. The teacher write the central question and distribute the graphic aid
 - e. The teacher divides students in pairs to share the written ideas
 - f. The teacher combine students in pairs to make a new group to reach best conclusion
 - g. The teacher asks the students to write the individual response to the central concept
2. The indicators of Variable Y (Reading Comprehension)
 - a. The students are able to identify main ideas in Analytical exposition text
 - b. The students are able to find out detail information containing in analytical exposition text
 - c. The students are able to identify generic structure of Analytical exposition text
 - d. The students are able to identify pronominal references in analytical exposition text

- e. The students are able to infer meaning of an unknown Analytical exposition text
- f. The students are able to determine communicative purpose of the text

10. Assumptions and Hypotheses

1. Assumption

In this study, the writer assumes that the students' reading comprehension is various and the better using discussion web strategy is the better students reading comprehension will be.

2. Hypotheses

H_0 : There is no significant effect of student' reading comprehension between those students who are taught by using discussion web strategy at the second year students of SMAN 1 RETEH and those who do not.

H_a : There is a significant effect of student' reading comprehension between those students who are taught by using discussion web strategy at the second year students of SMAN 1 RETEH and those who do not.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research examined the use of discussion web strategy toward students reading comprehension. This research was a quasi experiment design. It was called as quasi experimental design because this research found out the effect of using discussion web strategy toward students reading comprehension. John Creswell states that quasi-experiment is experimental situation in which the researcher assigns participants to groups, but not randomly³⁶. The writer used intact groups, the first class is as the experimental groups and the second class is as the control group.

Furthermore, Gay and Airasian state that quasi-experimental design is used when the writer keeps the students in existing classroom intact and the entire classrooms are assigned to treatments³⁷. In addition, educational interventions in schools are typically evaluated using quasi experimental designs³⁸. It is an appropriate one to this research in order to know the

³⁶ Creswell, John W. *Educational Research (Third Edition)*. United States: Pearson Prentice-Hall, 2008. p. 313

³⁷ L.R. Gay, and Peter Airasian. *Educational Research: Competencies for Analysis and Application (Sixth Edition)*. New Jersey: Pearson Prentice-Hall, 2000. p.394

³⁸ Daniel Muijs. *Doing Quantitative Research in Education with SPSS [Electronic Book]*. London: SAGE Publication. Ltd., 2004. p. 26.

significant effect of using discussion web strategy toward students' reading comprehension at SMAN 1 Reteh.

Therefore, the writer determined that research was a quasi-experimental research, especially non-equivalent control group design. It was structured like a pretest-posttest randomized experiment, but it lacks the key feature of the random assignment. In the non-equivalent control group design, we most often use intact groups that we think are similar as the treatment and control groups. It is also supported by Campbell and Stanley who states that non-equivalent control group design involves an experimental group and a control group both given a pretest and a posttest, but in which the control group and the experimental group do not have pre-experimental sampling equivalence³⁹.

Table III.1

Nonequivalent Control Group Design

	Pre-test	Treatment	Post-test	Difference	
Experimental Group	Y	O	Y	Pre-Y – Post-Y	} compare
Control Group	Y		Y	Pre-Y – Post-Y	

³⁹ Donald T. Campbell and Julian C. Stanley. *Experimental and Quasi-Experimental Design for Research [Electronic Book]*. USA: Houghton Mifflin Company. 1963. p. 47.

In conducting this research, the writer assigned intact groups the experimental and control treatments, using pretest and post-test to both groups, conducting experimental treatment activities with the experimental group only. The pre-test was used to measure the students' reading comprehension before being taught by discussion web strategy and to know how much significant effect of discussion web strategy. So, it was compared with post-test to find out the significant effect of the strategy itself.

B. The Location and the Time of the Research

The writer conducted the research at the second year students of SMAN 1 Reteh, located in Reteh district, Indragiri Hilir Regency. This research was done during two months, started on October until November 2012

C. The Subject and Object of the Research

Subject of the research was the second year students of SMAN 1 Reteh, Indragiri Hilir Regency. The object of this research was the effect of using discussion web strategy toward reading comprehension.

D. The Population and the Sample of the Research

The population of this research was the second year students of SMAN 1 Reteh, Indragiri Hilir Regency in 2012-2013 academic years. The number of the second year students of SMAN 1 Reteh was 210 students. It consists of 6 classes. There were three classes for social department, three

classes for natural department but one class of science department was as an excellent class.

In this research, the writer used the cluster sampling as the way to choose the sample of population. In cluster sampling, the writer selected sample based on the knowledge about the group itself. According to Kothari, cluster sampling is defined as follow⁴⁰;

“If the total area of interest happens to be a big one, a convenient way in which a sample can be taken is to divide the area into a number of smaller non-overlapping areas and then to randomly select a number of these smaller areas (usually called clusters), with the ultimate sample consisting of all (or samples of) units in these small areas or clusters.”

In addition, Singh states that to select the intact group as a whole is known as a Cluster sampling. In Cluster sampling the sample units contain groups of elements (clusters) instead of individual members or items in the population⁴¹.

The writer determined both classes to be sample of population by using lottery. The writer prepared five rolled of papers which were written each class then the writer shacked them into a bottle. After that, the writer pulled two rolled of papers out. Finally, the writer chose the class of XI IPA II and XI IPA III as the sample of population. Based on the preliminary study by asking the teacher in State Senior High School 1 Reteh, both classes were

⁴⁰ C. R. Kothari. *Research Methodology Methods and Techniques [Electronic Book]*. Jaipur: New Age International Publication, 2004. p. 65

⁴¹ Yogesh Kumar Singh. *Fundamental of Research Methodology and Statistics [Electronic Book]*. New Delhi: New Age International Publisher. 2006. p. 89

almost homogenous for the total of the students in the class even the achievement in learning.

Table III.2
The Total Population of the Second Year
Students of SMAN 1 Reteh 2011-2012

No.	Class	Total	Complement
1.	The Second Years students of SMAN 1 Reteh	210	Population
2.	XI IPA II	30	Sample (as a experimental calss)
3.	XI IPA III	30	Sample (as control class)

E. The Technique of Collecting Data

1. Test

This study will give test; pre-test and post test to the student. In teaching reading in our curriculum (KTSP), if the students are able to achieve to goal, this means that assessment of reading ability needs to be correlated with purposes of reading.

According to Hughes, there are many techniques that can assess the students' comprehension but the writer will use multiple choices technique. Multiple choices technique are a technique that will be designed by using four choices and the respondent chooses one which is based on the question. This technique can assess the student's reading comprehension. In this research, the writer gives twenty questions for the respondent. They are based on the indicators of reading comprehension in operational concept. There are six indicators in reading comprehension and for each indicator the writer makes 4 questions.

F. The technique of Data Analysis

The technique of analysis data, this study will be used t-test because this study compared the result of test between pre test and post test from control class and sample class.

T-test formula

$$t_0 = \frac{Mx - My}{\sqrt{\frac{SDx^2}{\sqrt{N-1}} + \frac{SDy^2}{\sqrt{N-1}}}}$$

t- obs : t-test

Mx : The means of post test/ post-observation Experimental group

My : The means of post test/ post-observation control group

SDx : Standard deviation of experimental group

SDy : Standard deviation of control group

N : Number of student⁴²

The t-table is employed to see whether there is a significant difference between the mean score of both experiment and control group. The t-obtain value is consulted with the value of t –table at degree of freedom (df) =(N1+N2)-2 statically hypothesis

Ha = $t_o > t\text{-table}$

Ho = $t_o < t\text{-table}$

Ha is accepted if $t_o > t\text{-table}$ or there is effect of using discussion web strategy toward student' reading comprehension

Ho is accepted if $t_o < t\text{-table}$ or there is no effect of using discussion web strategy toward student' reading comprehension.

⁴² Hartono. *Statistik Untuk Penelitian*. (Yogyakarta: Pustaka Pelajar, 2004) p. 208

G. The Validity and Reliability of the Test.

1. The Validity of the Test.

There are some types of validity namely; content validity, criterion related validity and construct validity, etc. This research applied content validity, concerned with how well the test measures the subject and learning outcomes covered during instruction period. The content validity of the test must show that a test represent all materials obtained by the students.

In this research, the writer used multiple choices as the instrument of the test. In giving the test for respondents, the test should be valid. The research instrument should be qualified. The instrument can be valid if the instrument is measuring what the writer wants to find out. Scarvia B. Anderson *et.al* in Arikunto claims the statement “a test is valid if the measure what is purposes to measure.”⁴³

The validity in this research used construct validity. This particularly measured the purpose of the test based on the purpose of particular instruction. It means that every item is measured in the particular instruction in thinking aspect.⁴⁴ The product moment formula was used. Thus, the formula of validity can be seen below:

⁴³ Suharsimi Arikunto,, *Dasar-dasar Evaluasi Pendidikan (Edisi Revisi)*, Jakarta: Bumi Aksara. 2009. p.65

⁴⁴ *Ibid.* p. 67

$$r_{xy} = \frac{n \sum XY - \sum X \cdot \sum Y}{n \cdot \sum X^2 - \sum Y^2 \cdot n \sum X^2 - \sum Y^2}$$

Where;

N = Total number respondent

R_{xy} = Correlation coefficient

ΣX = Total score of one item

ΣY = Total score of all items

ΣXY = Multiple coefficient of X and

Table. III.3

The Interpretation of Validity

Coefficient correlation	Category
0.800-1.00	Very high
0.600-0.800	High
0.400-06.00	Enough
0.200-0.400	LOW
0.00-0.200	Very Low (invalid)

2. The Reliability of the Test.

Reliability is a necessary characteristic of a good test. It is possible that the test can be reliable but it is not valid, whereas the test is valid automatically it is automatic reliable

To obtain the reliability of the test given, the writer used the formula Kuder-Richardson 20 (KR-20) as follows: ⁴⁵

$$r_{11} = \left(\frac{n}{n-1} \right) \left(\frac{S^2 - \sum pq}{S^2} \right)$$

Where: r_{11} : the reliability of the test

n : the number of test items

s : standard deviation

p : the proportion correct answers

q : the proportion wrong answer

To make clear about this analysis, see in the appendices.

⁴⁵*Ibid.*, p.100

CHAPTER IV

DATA PRESENTATION AND ANALYSIS

A. The Description of the Data

This chapter presents the results of this research, including the findings and its discussions. The data presentation of this study included the analysis of the pre-test and post-test. The aim of this research is to obtain the significant difference of improvement of the students' reading comprehension between those students who were taught by using discussion web strategy and those who were not.

The data were obtained from the students' post-test scores of experimental and control class. The test is to answer the questions based on the text in multiple-choice form. Before treatment (only experimental class), the writer gave the pre-test to XI IPA I (experimental class) and XI IPA II (control class). The writer taught within 8 (eight) meetings including pre-test and post-test. It was done from October 1th to November 17th of 2012.

The third data were from the score of the improvement of the students' reading comprehension from pre-test to post-test for both experimental and control class. In giving test; pre-test and post-test, the students were asked to answer the questions based on the text. The test dealt with analytical exposition text. It was the topic being taught at the time and evaluated by concerning six components of students' reading comprehension; namely:

1. Students are able to identify main ideas in Analytical exposition text
2. Students are able to find out detail information containing in analytical exposition text
3. Students are able to identify generic structure of Analytical exposition text
4. Students are able to identify pronominal references in analytical exposition text
5. Students are able to infer meaning of an unknown Analytical exposition text
6. Students are able to determine communicative purpose of the text

The data of this research were all relevant to the required information. The data gathered in this research were all information related to the implementation of discussion web strategy toward students' reading comprehension.

There were several steps in collecting the data. First, the writer tried out the test to another class of the second year students of SMAN 1 Reteh except the sample. The result was analyzed to find out the level of difficulty of each item and the reliability of the test.

The data of this research were gotten from the scores of the students' experimental class and control class. The test was composed of 24 items, and

each item was given score 4,166. The final score was analyzed by using the following formula⁴⁶:

$$Final\ Score = \frac{Total\ Correct\ Answer}{Total\ Questioner} \times 100$$

B. The Data Presentation

The data of this research were gotten by the researcher from pre-test and post-test. The data were collected through the following procedures:

1. The experimental class and the control class got pre-test, asked them to answer the questions based on the reading text given (multiple choices).
2. The experimental class got treatment, it was taught by using discussion web strategy, while the control class was taught without discussion web strategy.
3. Both classes got post-test, asked them to answer the questions based on the reading text.
4. The students' answer sheet was collected in order to evaluate their comprehension.

⁴⁶ Anas Sudijono. *Pengantar Statistik Pendidikan*. Jakarta: PT. Rajafindo Persada, 2008. p. 32

1. Data of Students Reading Comprehension Taught by Using Discussion web Strategy

The data about students' reading comprehension based on their answer of the question are presented in this chapter. The category of score can be seen below:

Table VI.1
The Category of Score

No	Score	Category
1	80-100	Very High
2	70-79	High
3	60-69	Enough
4	50-59	Low
5	0-49	Very Low

The data about students' reading comprehension in both classes experimental class and control class are presented in following table:

Table VI.2**The Result of the Experiment Group in Pre-Test and Post Test**

No	Name	Class	Score		Pre	Post
			Pre	Post		
1	S1	XI IPA II	40	72	Very Low	High
2	S2	XI IPA II	76	88	High	Very High
3	S3	XI IPA II	76	80	High	Very High
4	S4	XI IPA II	60	78	Enough	High
5	S5	XI IPA II	64	76	Enough	High
6	S6	XI IPA II	84	88	High	High
7	S7	XI IPA II	52	76	Low	High
8	S8	XI IPA II	52	80	Low	Very High
9	S9	XI IPA II	60	72	Enough	High
10	S10	XI IPA II	60	76	Enough	High
11	S11	XI IPA II	60	68	Enough	Enough
12	S12	XI IPA II	52	72	Low	High
13	S13	XI IPA II	60	80	Enough	Very High
14	S14	XI IPA II	64	80	Enough	Very High
15	S15	XI IPA II	56	60	Low	Enough
16	S16	XI IPA II	52	72	Low	High
17	S17	XI IPA II	44	60	Very Low	Enough
18	S18	XI IPA II	60	82	Enough	Very High
19	S19	XI IPA II	56	76	Low	High
20	S20	XI IPA II	52	78	Low	High
21	S21	XI IPA II	44	68	Very Low	Enough
22	S22	XI IPA II	40	60	Very Low	Enough
23	S23	XI IPA II	44	64	Very Low	Enough
24	S24	XI IPA II	52	68	Very Low	Enough
25	S25	XI IPA II	48	60	Very Low	Enough
26	S26	XI IPA II	48	68	Very Low	Enough
27	S27	XI IPA II	60	76	Low	High
28	S28	XI IPA II	52	78	Low	High
29	S29	XI IPA II	44	60	Very Low	Enough
30	S30	XI IPA II	62	78	Low	High
	TOTAL		1674	2194		

From the table above, the total score of pre test in experiment class is 1674, and total score in post test is 2194. Addition, there were eight students who were very low category and there were ten students who got low category in pre test. It means that the percentage of students who include very low and low category in pre test was 60%. Then, there were eight students who got enough categories and percentage was 27%. The last, there were three students who got very high and high categories. It means the percentage of very high and high categories 3% only in pre test.

While, in post test there were not students who got very and low categories. It means the percentage of this category 0%. The enough categories were ten students; the percentage of this category was 33%. There were fourteen students who got high category. It means the percentage of high category was 47%. Finally there were six students who got very high category; the percentage was 20%.

2. Data of Students Reading Comprehension Taught without Discussion Web Strategy

In control group, there were thirty students and they had the same reading comprehension test as experimental group. The pre-test was given in the first meeting of the study and post-test was given in last meeting of the study.

The description of students scores of reading comprehension test in control group as following table:

Table VI.3

The Result of Control Group in Pre Test and Post Test

NO	Name	Class	Score		Category	
			Pre	Post	Pre	Post
1	S1	XI IPA III	56	60	Low	Enough
2	S2	XI IPA III	52	60	Low	Enough
3	S3	XI IPA III	80	80	Very High	Very High
4	S4	XI IPA III	48	50	Very Low	Low
5	S5	XI IPA III	76	78	High	High
6	S6	XI IPA III	78	78	High	High
7	S7	XI IPA III	70	74	High	High
8	S8	XI IPA III	86	86	Very High	Very High
9	S9	XI IPA III	56	56	Low	Low
10	S10	XI IPA III	52	54	Low	Low
11	S11	XI IPA III	40	52	Very Low	Low
12	S12	XI IPA III	52	52	Low	Low
13	S13	XI IPA III	36	40	Very Low	Very Low
14	S14	XI IPA III	48	60	Very Low	Enough
15	S15	XI IPA III	40	42	Very Low	Very Low
16	S16	XI IPA III	48	50	Very Low	Low
17	S17	XI IPA III	44	52	Very Low	Low
18	S18	XI IPA III	48	60	Very Low	Enough
19	S19	XI IPA III	76	76	High	High
20	S20	XI IPA III	72	72	High	High
21	S21	XI IPA III	56	60	Low	Enough
22	S22	XI IPA III	44	52	Very High	Low
23	S23	XI IPA III	48	48	Very High	Very High
24	S24	XI IPA III	60	60	Enough	Enough
25	S25	XI IPA III	52	60	Enough	Enough
26	S26	XI IPA III	52	52	Low	Low
27	S27	XI IPA III	52	60	Enough	Enough
28	S28	XI IPA III	56	60	Enough	Enough
29	S29	XI IPA III	56	56	Low	Low
30	S30	XI IPA III	52	52	Low	Low
	Total		1686	1792		

From table above total score of pre test in control class was 1686 and total score in post test was 1792. There were seventy students who got very low and low category. The percentage of very low and low category was 56% in pre test and the students who got very low and low category were thirteen persons; the percentage was 43%. Then, there were four persons who got enough categories in pre test; the percentage of enough categories was 13%. In post test there were nine students who got enough categories. It means that, the percentage of this was 30%.

Then, the high category was five persons in pre test; the percentage of high category was 17%. There were five students who got high category in post test. It means, it is similar as pretest and the percentage was 17%. In pre test, the students who got very high category, was four persons; the percentage was 13%. There were three students only in pre test in this category. The percentage was 10%.

Finally, from two tables; experiment and control groups, it could be seen. In experimental class; there were differences of increasing comprehension in pre test and post test but in control class, their comprehension was similar in pre test and post test.

C. The Data Analysis Technique

In analyzing the data, the data were obtained through pre and post test.

The writer used SPSS 16 program.

1. The result of mean and standard deviation of pre test in experimental and control group.

Table VI.4
Statistic of Pre Test (Experiment and Control Group)

	N	Mean	Std. Deviation	Std. Error Mean
Experiment	30	55.80	10.483	1.914
Control	30	56.20	12.944	2.363

Based on table above, mean of pre test for experiment group is 55.80 and standard deviation for experimental class is 10.483. Then, mean of pre test of control group is 56.20 and standard deviation is 12.944. It means that the students' pre test of experiment and control groups are classified low.

2. The result of mean and standard deviation of post test in experiment and control groups.

Table VI.5
Statistic of Post Test (Experiment and Control Group)

	N	Mean	Std. Deviation	Std. Error Mean
Experiment	30	73.13	8.097	1.478
Control	30	59.73	11.504	2.100

Based on table above, mean of post test for experiment group is 73.13 and standard deviation is 8.097. Then, mean of post test for control group is 59.73 and standard deviation is 11.504. It can be concluded that, the improvement of reading comprehension in experimental class is high. Meanwhile, the students' reading comprehension of control class is enough

a. Analysis of Experimental Group

$$X = \frac{73.13 - 55.80}{55.80} \times 100\%$$

$$X = \frac{17.33}{55.80} \times 100\%$$

$$= 31.06\%$$

b. Analysis of Control Group

$$\begin{aligned} X &= \frac{59.73 - 56.20}{56.20} \times 100\% \\ &= \frac{3.53}{56.20} \times 100\% \\ &= 6.34\% \end{aligned}$$

The data above show the differences between mean and standard deviation of experimental and control group. Based on result, experiment group increased 31.06% and control group increased 6.34%.

c. Testing Hypothesis.

To obtain the result of the effect of self monitoring strategy toward reading comprehension, the formula of t test can be seen below:

$$\begin{aligned} t_{0} &= \frac{Mx - My}{\sqrt{\frac{SDx^2}{N-1} + \frac{SDy^2}{N-1}}} \\ &= \frac{73.13 - 59.73}{\sqrt{\frac{8.097^2}{29} + \frac{11.504^2}{29}}} \\ &= \frac{13.4}{\sqrt{\frac{8.097^2}{538} + \frac{11.504^2}{538}}} \\ &= \frac{13.4}{\sqrt{1.5^2 + 2.14^2}} \\ &= \frac{13.4}{\sqrt{2.25 + 4.5796}} \\ &= \frac{13.4}{\sqrt{6.8296}} \end{aligned}$$

$$= \frac{13.4}{2.613}$$

$$= 5.127$$

The degree of freedom

$$df = N1 + N2 - 2$$

$$= 30 + 30 - 2$$

$$= 58$$

After accounting the degree of freedom, the writer got result that “t” formulated, 5.128 was higher than “t” table in level significant 5% = 2.00 and 1% = 2.65. It can be see that $2.00 < 5.128 < 2.65$.

The interpretation of hypothesis can be seen below

$$H_a = t_o > t\text{-table}$$

$$H_o = t_o < t\text{-table}$$

H_a is accepted if $t_o > t\text{-table}$ or there is effect of using discussion web strategy technique toward student’ reading comprehension in analytical exposition text.

H_o is accepted if $t_o < t\text{-table}$ or there is no effect of using discussion web strategy toward student’ reading comprehension in analytical exposition text.

Based on interpretation above, writer can conclude that the score of $t_o > t_t$ It means that there is a significant effect of discussion web strategy toward reading comprehension of the second year students at SMAN 1 Reteh.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

1. After the writer collecting the data and analyzed the data, the result score show that the students reading comprehension before being taught discussion web strategy, the mean of the score is 55.8; the category is low in the experimental class. Meanwhile, the mean of the score is 56.2; the category is low in control class. Therefore, the students' reading comprehension is in **low category**
2. After being taught by using discussion web strategy, the students' reading comprehension is in **High category** in the experiment class. The mean of the score in the experiment class is 73.13. It can be compared the students' reading comprehension without using discussion web strategy that is in **enough category**, the mean of the score is 59.73.
3. The writer has found that there is significant effect score that showed 5.128. In level 5% was 2.00. In level significant 1% was 2.65. It can be read $5\% < 5.128 < 1\%$. Therefore, there is significant effect of Discussion Web Strategy toward Reading Comprehension in analytical exposition text of the second year students at SMAN 1 Reteh.

B. Suggestion.

After finding the result of the effect of discussion web strategy toward Reading Comprehension in analytical exposition text of the second year students at SMAN 1 Reteh, the writer has some suggestions for the students, teacher, and school.

a. Suggestion for Students.

In mastering reading comprehension, one thing that should be done by the students is that the students have to be interested in reading itself. The students should read the material more and more. In this case, Discussion Web strategy is an appropriate strategy that can be used by the students in reading material to get comprehension. Discussion Web is a strategy that can increase students' reading comprehension.

b. Suggestion for Teacher.

In effort to increase students' reading comprehension, teacher must be smart to select the strategy to be used in comprehending the reading text. Based on the research findings, there is significant effect discussion web strategy toward students' reading comprehension. Thus, teacher can apply this strategy in teaching reading comprehension.

c. Suggestion for School.

School is an institution that has purpose to make students enjoyable in teaching and learning process. School has to observe the students' subject in teaching and learning process, especially in teaching and learning

English. School should find the students' interest in teaching and learning reading. So, school should have English teacher find the strategy and observe the teacher's activity in teaching English.

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