IMPROVING READING SKILL BY ANALYZING EXPOSITION TYPE AT THE EIGHTH YEAR STUDENTS OF SMPN 8 PALOPO

(A Classroom Action Research)

A THESIS

**Submitted to the English Studies Program of Tarbiyah Department of
State College for Islamic Studies (STAIN) of Palopo
in Partial Fulfillment of Requirements for the
Degree of Sarjana Pendidikan (S.Pd)**

By

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**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT
STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN) PALOPO
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CHAPTER I

INTRODUCTION

A. Background

Language is one of the most important things in communication and it is used as a toll of communication among the nations in all over the world. As an international language, English is very important and has many interrelationships with various aspects of life owned by human being. In Indonesia, English considered as the first foreign language and taught formally from elementary school up to the university level.

Language is very important for human life because by language we can arrange comunication or relaton toward fellow and member of society. Through comunication, we can exchange information and knowledge in natural answer often given. A languege is a system of comunication. English is one of the languege which is plays a very important role in the word, because English is a international language

Reading is one of skill that must be mastered by all of people in the world. The people cannot live easily if they cannot read. Without reading we will get many problem in our life. On the contrary, by reading we can get many advantages. We can get information, knowledge, friends and many other.

Reading is also something crucial and indispensable for the students because the success of their study depends on the greater part of their ability to read. If their

reading skill is poor they are very likely to fail in their study or at least they will have difficulty in making progress. On the other hand, if they have a good ability in reading, they will have a better chance to succeed in their study.

Teaching reading comprehension is one of important for human expecially students, because by reading we can easily understanding some text and we can easily get many information in the world. But, sometime the students tend to lazy in learning English because they lack of reading ability. Sometimes they feel bored to read and some research indicates that sometimes the student improve their reading skill, in some ways that are not guaranted to be acceptable for all learners.

Students can be encouraged by teachers to find a kinds of method that can be used to teach reading comprehension in an fun way. People also believe if the students can perceive English as a fun subject, it is easy for them to absorb the material. And using exposition strategy is one methods that can be used as tool to fulfil not merely fun but also learning.

The fundamental goal of any reading activity is to know the scientific concepts and to know the interpretation of the language, that the effective reader brings with him the ability to recognize the purpose of the text as a whole passage, to see how the text is recognized and to understand the relation ship between sentences. Tierney state that the basic goals of reading are enable the students to gain an understanding of the world and themselves, to develop appreciations and interests, to

find solutions to their personal and group problems, and to develop strategies by which they can become independent comprehension.

Related to description above, comprehension should be considered the heart of reading instruction, and the major goal of that instruction should be the provision of learning activities that will enable students to think about and react to what they read. Students need the comprehension that can help them to get the meaning from reading materials.

The most important factors that can influence the learning outcomes are reading comprehension. Reading as a course offered at schools and universities plays an important role in improving human development. Through reading, a learner can get list of knowledge or ideas to improve his grade point average, to change his behavior, and to complete for good place in any aspect of life in the world. In fact the students still low in comprehending the reading material.

Good readers are able to read different levels of reading selection which contain the implementation of the high or useful information that might be implied in developing human development especially education. Good reading texts can provide good models for writing, and provide opportunities to introduce new topics, to stimulate discussion, and to study language (e.g., vocabulary, grammar, idioms).[1]

There should be appropriate strategy and technique which can be applied. Strategies and techniques are very important in teaching reading. So, the teacher

[1]Rusdiansyah. *Teaching reading comprehension through note- taking tehnique to the fourth semester students of English* Department STAIN PALOPO (2013), p.2

should realize that if he/she is not able to present the reading material well, the students feel bored and not interested to read and do the task in the reading text. And there are many students read without knowing or understanding the main idea, the meaning and content of the text. The choice of teaching learning strategy must be considered by teacher in getting the teaching goals that have been formulated.

Based on the backround above, the writer conducteda research under the title ***"Improving Reading Skill By Analyzing Exposition Type at The Eighth Year Students of SMP Negri 8 Palopo".*** Object of the research the eighth year students of SMP Negeri 8 Palopo. Thinks the have studied about reading and proper to give such as material compared with junior high school.

B. Problem Statement.

Based on the explanation in the backround , the problem statement can be formulated as follows:

"Is the using of analyzing exposition type improve reading skill of students at the eighth year of SMP Negeri 8 Palopo? "

C. Objective of the Research

The objective of the research is to find out whether or not analyzing exposition type is effective to improve the students' reading skill at the eighth year students of SMPN 8 Palopo.

D. The Significance of the Research

This results of this study are expected to be useful information for all readers to improve their reading skill by using exposition type expecially the teachers at the students eighth year of SMPN 8 Palopo, in order to increase the students' motivation to learn English especially reading comprehension.

E. Scope of the Research

The scope of the research will be restricted to the improving of reading skill by analyzing exposition type at the eighth year students of SMPN 8 PALOPO and application of story in the learning to increase students' interest in reading activity.

CHAPTER II

REVIEW OF LITERATURE

A. *The Concept of Reading*

Reading is one of four skills in learning language including English. In general, reading English text is not very different from any language eventhought it has its own characteristic. As many language, reading text needs special and certain skills. In order to understand any language text expecially the sentence exposition there are at least four suggestion to do. First , read all paragraph or whole text. [1] Second , list and verfy main ideas of the text. Third .classify the essential main ideas and Fourth make conclusion which cover all important from the text.

Reading is an exercise dominated by the eyes and the brain. The eyes receive messages and the brain then has to work out the significance of the messages. It means that people receive the information from their eyes then understand the meaning by their brain. According to Jack Richards reading perceives a written text in order to understand its context.[2]

As matter of fact basically reading deals with ability of people in articulating a written text, and understanding meaning that is conveyed in it. So , the teacher will

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[1] Collins Cobuild.series English *Theaching reading comprhension.*usage fulhaam: the collins cobuild.(1995). online http://www edu/.chapter.html collin. Accesed on 10 februari 2013.

[2] Jack Richards, John Platt and Heidi Weber, *Longman Dictionary of Applied Linguistics,* (UK: Longman Group, 1990), p. 127.

catch the idea throught adjustment of his her language and thought. Reading does not simply spell word in sentence. Morever, reader is abble to comprehend the whole conveyed by the writer thourght written text. He or she olso associates meaning of sentence conected in each paragraph. Reading is not easy to do sience the reader does not know read effectively. Reader who knows many vocabularies certainly will facilitate him or hher to comprehend and interpret the author's idea.

Reading is active process (not pruduct, like history) in which reder shift between source of information (what they know and what the text says), elaborate meaning and strategies, cheeck their interpretation (revising when appropriate). and use the social context to focus their response.

However reading is a way in which something interpreted or understood. Reading, it does not mean that reading only understands the words or the grammar. It is not just translating. Reading is thinking, in order to read well in English, you must think in English.

Other author define reading as the act of simuyitanneously reading the linas, reading between the lines, and reading beyond the lines, the first part of the definition, reading the lines refers to the act of decoding the words in order t construct the author's basic mesagge.

The National Council of Teacher of English (NCTE) Commission on Reading (2004) sates: "Reading is complex, purposeful, social and cognitive processes in which readers simultaneously use their knowledge of spoken and written language,

their knowledge of the topic of the text and their knowledge of their culture to construct meaning.[3]

The next part, reading between the lines,refer ti act of making inference and understanding the author,s implied mesagge. And finally reading beyond the lines involves the judging of the significance of the author,s mesagge and applying it to othe other areas of background and knowledge.

Reading is not a technical skill acquired once and for all in the primary grades, but rather developmental process. A readers' competence continues to grow through engagement with various types of text and wide reading for various purposes over a lifetime."

Based on the definitions above, we can conclude if reading is the important skill in teaching learning. By reading it can be a key to achieve the goal of teaching learning especially in English language learning.

B. *Definition of Reading Comprehension*

Vocca and vacca offer the Following pictorical definition of reading; reading is process of retreving and comprehending some from of stored information or ideas. These ideas are usually some sort of representation of language, such as symbols to be examined by singht or by touch. According to Gerry Abbott, elal., reading is a silent and individual activity since the writer expectation was that the text would be

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3National Council of Teachers of English Commission on Reading (April 2004) on Reading, Learning to Read, and effective reading instructions: *An overview what we know and how we know it*. http:// www.ntce.org//about/over/poition/category/read/118620.htm

read , not heard. There are indced some written text which are meant to be read aloud

and listened to, such as news bulletins on televison and radio.[4]
1. Pereciving a written text in order to understand its contents. This can be done

silently (silent reading). The understanding that result is called reading comprehension.

2. Saying a written text aloud (oral treading). This can be done with or without an

understanding of the contents.

Reading comprehension is defined as the level of understanding of a pasagge

or text. Reading at the rate of 200 to 220 words perminute is considered as a normal

speed reading. For normal reading rates 75% is an acceptable level of comprehenion.

That means if a child can understand the meaning of at least 75% of the total text

given then it is regarded as acceptable limits for reading comprehension.

One of the goals Reading is comprehension. Reading can help people to

improve their comprehension. Comprehension can be meant the process by which a

person understands the meaning of written or spoken language.[5] Noah Webster

defines comprehension is the act of or capacity for understanding.[6]   So the result of

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4 Vacca,R.T and Vacca J.I.(1996) *content area Reading 5thn edittion*.new york:Harper collins.at online http:// www.edu/arc/ chapter.html.Accesed on 18 februari 2013.

5 Jack Richards, John Platt and Heidi Weber, *Longman Dictionary of Applied Linguistics*., p 54.

6 Noah Webster, *Webster's 20th Century Dictionary of the English Language*, (US:William Collins Publisher, 1980), p. 374.

what we read is comprehension. A good reader will get comprehension when they read. To get comprehension we have to know some types of comprehension.

Effective reading   comprehension is the culmination of musicring vocabularry , phonetic, fluency, and reading comprehension skills. Person having good comprehension skills is considered as active, reader, with an ability to interact with the words by understanding its complete meaning and the concepted behind it. Thus skills of the reading comprehension distinguishes an active reader from a passive reader who just read the text without getting its meaning

Comprehension has some types, they are:[7]

1. Literal comprehension: Reading in order to understand, remember, or recall the information explicitly contained in passage.

2. Inferential comprehension: Reading in order to find information which is not explicitly stated in passage, using the reader's experience and intuition, and by inferring.

3. Critical/ evaluative comprehension: Reading in order to compare information in a passage with the reader's own knowledge and value.

4. Appreciative comprehension: Reading in order to gain an emotional or other kind of valued response from passage.

Reading comprehension is techniques for improving students' success in extracting useful knowledge from text Mayer. As defined by *Partnership for Reading*,

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[7] Jack Richards, John Platt and Heidi Weber, *Longman Dictionary of Applied Linguistics*., p.

Reading comprehension is understanding a text that is read, or the process of "constructing meaning" from a text. Comprehension is a "construction process" because it involves all of the elements of the reading process working together as a text is read to create a representation of the text in the reader's mind.[8]

While Balton Smith defines types of comprehension in some points, they are; literal comprehension, interpretation comprehension, critical comprehension and application what we read.[9] Based on two statements above we can make some points of types of comprehension.

They were; literal that has characteristic to get directly the meaning of text, interpersonal and interpretation has same characteristic that is to make conclusion about text using readers' knowledge. The third is critical comprehension. It has characteristic to evaluate about the accuracy of text. The last is appreciative and application which has the goals to get feeling after readers read.

Reading comprehension is a complex process in which the reader uses his ability to find information, it means that the reader must be able to comprehend the meaning of printed words. Some definitions of reading comprehension given by some researchers are provided below:

8http://wik.ed.uiuc.edu/index.php/*Reading_comprehension*.Accesed on 2 maret 2013

9 Balton Smith, Nila and Robinson , *Reading for a Instruction for today's children edition*, (New York: Eaglewood Cliffs Prentice Hall Inc, 1980), p. 12

1. Clara Wong, states that reading comprehension is a process of making sense of a written text. However, it is not a passive one-way decoding process. Instead, it is an active two-way process in which the reader and the text interact ie. the reader tests clues from the text against his knowledge to arrive at an understanding of the text acceptable to the reader.

2. Eksay in Amir states, "Reading comprehension in general is viewed in this research as the resulting from the four way interaction between readers, text, task, structured activity. The success of this interaction depends of the availability of quality of content and strategist schemata to new problem solving situations.

3. Simanjuntak. states that reading comprehension is not just reading with aloud voice but reading is established to understand the meaning of words, sentences, and paragraph as well as sense relationship among the ideas. Whenever a student just read loudly but cannot understand the content of the text, it means that he fails in comprehending the passage.

We can also define reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. We use the words extracting and constructing to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. Comprehension entails three elements: the reader who is doing the comprehending, the text that is to be comprehended and the activity in which comprehension is a part.

Reading comprehension skills increase the pleasure and effectiveness of reading. Strong reading comprehension skills help in all the other subjects and in the personal and professional lives. The high stake tests that control advancement

through elementary, middle, and high school and that determine entrance to college are in large parts, a measure of reading comprehension skills.

Comprehension is powerful because the ability to construct meaning comes from the mind of the reader. Therefore, specific comprehension instruction modeling during read aloud and shared reading, targeted mini lessons, and varied opportunities for practice during small-group and independent reading is crucial to the development of strategy, effective readers.

However, students must understand that good readers use a variety of these strategies every time they read. Simply knowing the individual strategies is not enough, nor is it enough to know them in isolation. Students must know *when* and *how* to collectively use these strategies.[10]

Janette K. Klinger defines reading comprehension is the process of constructing meaning by coordinating a number of complex process that include word reading, word and world knowledge and fluency.[11] It means reading with comprehension has meaning that the reader is able to extract from the selection its essential facts and understanding, visualized details and sense the readiness of facts.

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10 http://www.Benchmarkeducation./Teaching *Reading Social Context*. Accesed on 20 maret 2013

11 Janette K. Klinger, Sharon Vaugh, and Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties,* (New York: The Guilford Press, 2007), p.2.

Reading Comprehension requires motivation, mental frameworks for holding ideas, concentration and good study techniques or strategies Good readers recognize and get meaning from word they see in print, and use their knowledge of the structure of the language to begin forming a mental nation of the topic.

C. *Reading and Social Context*

Reading is usually conccived of as a solitary in which the reader interacts which the text in isolation. The sosial context of the second language reader is taken up by Wallance, who explores in depth the circumtances in which such as reader acquire and attain literacy. She points out that learning to read is different from learning to speak, in there is often a much stronger motivations to comminicate orally than there is comminicate throught redinf and writting. If the use of literacy skills is a normal a accepted part of the behavior of those with whon learnes come into contact, the words, learnes are socialty into reading , an the motivation for learning to read not only (or even primarly) for enjoement or informatio, but because the aspirad reader wants to gain acces to a'comminity'of readers .

In cultural terms, reading an learning to read will meant differents things to ferents learnes.A young polish doctor who is literate in her first language will different expectation and views on the natural of literact from an elderly woman with no formal sxhooling. This observation has obvios implication for classroom; we must take these difference into account, not only in the texts select, but also in the ways in which we go about teaching literacy.

D. *Type of Reading*

You wiil recall that one ot the claims of genre theory is that language exists the fulfil certain functios and that these functions will laagely determine the structure of the text and language in congtaines. Schema theory suggest that we need to intile information not explicitly contained in the text('inside the head' knowledge) to comprehends more text adequately.[12]

Generally reading divide into two types, there was intensive and extensive. Every type has different definition and characteristic. Both of them make reading as activities that are different with other skills. The definition of each type is defined as follows:

1. Intensive Reading

Brown explains that intensive reading calls attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, theoretical relationships, and the like. He draws an analogy to intensive reading as a"zoom lens" strategy.[13]

Intensive Reading, sometimes called "Narrow Reading", may involve students reading selections by the same author or several texts about the same topic. When this occurs, content and grammatical structures repeat themselves and students get many opportunities to understand the meanings of the text.

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12 Sitti Munirah, *Developing student's Critical Reading by using article at the eleventh years students of* (MAN palopo 2009). p.11

13 H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy. p.* 312

The success of" Narrow Reading" on improving reading comprehension is based on the premise that the more familiar the reader is with the text, either due to the subject matter or having read other works by the same author, the more comprehension is promoted. Intensive reading means that the readers take a text, study it line by line, and refer at very moment to the dictionary about the grammar of the text itself.

Intensive reading has several characteristic. It makes intensive reading different with extensive reading. The characteristic of intensive reading is stated below:[14]

a. Usually classroom based
b. Reader is intensely involved in looking inside the text
c. Students focus on linguistic or semantic details of a reading
d. Students focus on surface structure details such as grammar and discourse markers
e. Students identify key vocabulary
f. Students may draw pictures to aid them (such as in problem solving)
g. Texts are read carefully and thoroughly, again and again
h. Aim is to build more language knowledge rather than simply practice the skill of reading

According to explanations above, we can conclude that intensive reading has limitation in doing it. The limitations are time, word/ phrase and meaning consensus. We can give a time limit of, say, five minutes for vocabulary enquiry, whether this involves dictionary use, language corpus searches, or question to the teacher.

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14 http://nflrc.hawaii.edu/rfl/October2002/day/day.html.18-03-2013.

Meaning consensus can get students to work together to search for and find word meaning.[15]

2. Extensive Reading

Brown explains that extensive reading is carried out "to achieve a general understanding of usually somewhat longer text (book, long article, or essays, etc.).[16] The aims of extensive reading are to build reader confidence and enjoyment. Pleasure reading is often extensive.

Extensive reading is always done for the comprehension of main ideas, not for specific details. Extensive reading has characteristic that is different from intensive reading. Day and Bamford put forward ten characteristics identified in successful Extensive Reading Programs. They are duplicated (in abbreviated form) below:[17]

a. Students read as much as possible.

b. A variety of materials on a range of topics is available.

c. Students select what they want to read.

d. The purposes of reading are usually related to pleasure, information and general understanding.

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15 Jeremy Harmer, *The Practice English Language Teaching*,. p, 166.

16 H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*. p, 313.

17 Day, R.R. & Bamford, J.(2002) "Top Ten Principles for Teaching Extensive Reading", *Reading in a Foreign Language*, Vol.14, No. 2. http://nflrc.hawaii.edu/rfl/October2002/day/day.html 18-03-2013.

e. Reading is its own reward.

f. Reading materials are well within the linguistic competence of the students in terms of vocabulary and grammar.

g. Reading is individual and silent.

h. Reading speed is usually faster than slower.

i. Teachers orient students to the goals of the program.

j. The teacher is a role model of a reader for the students.

In this type students can take the form of original fiction and nonfiction books as well as simplifications of established works of literature.

Such books succeed because the writers or adaptors work within literature. It means that students at the appropriate level can read them with case and confidence. They need texts they can read without great use of a dictionary. Some teacher feels that time spent on Extensive Reading will take away from time that could be spent on learning language skills. Others will argue that Extensive Reading provides a richer context for practice.

E. Kinds of Reading
1. Idea reading

Idea reading extends to use of skimming tecnique beyond the learning into the contect paragraphs. It involves more comprehensive coverage of tottal word contant,but in a highly selective fashion it is essential in many types of business and

profesional reading as well as in much incidental and recreational reading. This reading for the main ideas is a tecnique of rapid reading in which the eyes move rapidly. Idea reading means making quick decisions as to the relative importance of differen sentence and paragraph as you read. It means quick recognitaion of the author's clue and rapid associaties with you already understand that relate this material.

2. Exploratory Reading

Exploratory reading or general content reading involves more detail than the one type mentioned before. This type of approach is appropiate for longer history language in books, for descriptive literature, and for hight metion. It may be used for smilar reading in which you wish to pick up a better understanding of some new ideas.

3. Study Reading

Study reading is a type in which you must get a maximum understanding of the main ideas and their relationships . This is the type you must apply to the textbook. In this type , cluss are important and preleminary scanning may be quite helpful. The actual reading process itself may be quite rapid but greater skills be developed in thinking and organizing the idea for long term retention

4. Critical Reading

A more sophisticated from of predicting is reading critically, or reading "between the lines"by looking for the meaning behind the author's words. This involves strategies such as looking for infrences, implication, tone of voice,

Critical reading means that a reader applies procesess , models, questions, and theories that result in enhanced clarity and comprehension. There is more involved, both in effort and understanding, in a critical reading in a maro "skimming" of the

text. What is the difference? If a reader "skimms" the text,superfical characteristics and information are as the reader goes A critical reading gets at "deep structure" (if there is such a thing apart from the superfical text!), that is, logical consistancy, tone, organization, and a number of the other very important sounding terms.

F. *Strategy in Teaching Reading*

Brown mention ten Strategy of reading comprehension,each of which can pratically applied to the classroom tehniques:

1. Indentify the purpose in the reading. The effeccient reading consist of slearly identifying the purpose in reading something. By doing so, we know what are looking for we out potential, distraction information.

2. Use grapheme rules and pattern to aid in bottom – up decoding. This strategy is good for beginning level learners.

3. Use effecient reading for relatively rapied comprehension. This strategy is good for intermediate to advanced level students, because the need not to be speed reader but you can be helped them to increase effecient by teaching a few silent reading rules that include (1) you dont not need to"pronounce" each word to your self,(2) try to visually perceive more than one word at a time, probably phrase, (3) unless a words is absolutely crucial to global understanding, skip over it and try to infer its meaning through its context.[18]

4. Skiming reading, it consist of quickly running one's eyes across a whole text get the gist. It gives readers the advantage of being able to predict the purpose of passage, the man topic message,and possible some of developing or supporting ideas.

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18 Hj. Murni, Pd *Teaching and Learning Languege In Contemporary Society, (Published By Languege Center State University of Makassar Desember 2004). pl*

5. Scanning, its purpose is to extract certain specific information without reading, this strategy may ask students to look for number and dates, to find a definition of essential concept, or list certain number of supporting details. In vocation or general English, scanning is important in dealing with general like schedule, manual, forms,ect.

6. Semantic mapping or clustering, it helps reader to provide some order to the chaos. Make such semantic maps can be done individually , but they hierarchy to passage.

7. Guessing, in this strategies, learners can use guessing to their advantage to guess the meaning of the word, gramatical relationship, a discourse, a infer implies meaning.

8. Vocabulary analysis, it means that when the learners do not know immediately recognize a word in the passage. One why for them to make guessing is to analysis it in term of what they knoe obout it.

9. Distinguish between literal and implied meaning this requires the application of sophicated top-down processing skills.

10. Capitalized on discourse makers to process relationship, this strategy is good learners of intermediate proficiency level.

G.   Critical Reading Techniques.

The readings in most college writting courses explorer issues we lived with daily. As a reader, you bring a wealthy of relevant opinions, experiences, and language strategies with bring to your work. So , while the author's you read in college may describe common experience from abstract position or use evidence that is detailed and complex, in many ways the strategies you use to understand other complex situation: You thing about what will probably happen, you listen carefully to

what 's being offered, and you consider the offer and how it meets your needs. In the same way you preview read and review the texts offered in this course.[19].

Before reading you can take sleeps to introduce your self with the background of the text, and useful overview of its content and structure. Seek information about the context of reading (the occasion- when and where it was published –and to whom it is addressed), its purpose (what the author is trying to establish either by explaining, arguing, analyzing, or narrating), and its general contect (what the overall subject matter is). Take a look for an abstract or an author's or editor's note that may precede the languege English itself, and read any background information that is available to you about the author, the occasion of the writing, and its intended audience.

1. The Process: Previewing Consider your purpose
"Are you looking for information, main ideas, complete comprehension, or detailed analysis?"
"How will you use this text? Get an overview of the context, purpose, and reading."
"What does the little mean?"

2. Reading : Annotating a Text.
Where your purpose are for reading a particular piece, you have three objectives to meet as your read: to indentify the author's most important point's to recognize how they fit together , and to note how you respond to them. In sense you do the same thing as a reader everyday when you sort throught derections, labels, advertisements, and other sources of written information.

3. The Process: Reading and Annotating.
a.. What are you looking for ?
b. How will you use what your find? Identify the weave of the text

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19 http:/www.becharmarkeducation.*Reading Process* html.Accesed on 3 april 2013

c. Underline each major new claim that author makes in develoving the text and write claim and so on in the margin.
4. Reviewing: Organizing, Anaylizing, Evaluating, and Reacting
Having read a text and annotating it, your goal an reviewing it is to reexamine the content, the structure, and the language of the books in more detail, in order to confirm you sense of author's purpose and to evaluate how well they achieved that purpose. When you review a piece of writing, you will often start by examining the propositions (main points or claims) the writing lays out and the support her or she provides for those proposition, noticing the order in when these arguments and evidence are presented. Making an informal outline that main points, mapping out the essay, is one very effective way of reviewing.

H. Theories of Exposition

1. Definition of Exposition

The word "exposition" comes from the Latin and means "to place." It informs, describes, and explains. Regardless of the type of exposition you write, the writing needs to be concise and easy to understand.[20]

Exposition is the writer's opportunity to give background information to the reader or listener about the setting, establish the theme and introduce the characters.[21]

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[20] http:/www.byleight Harmer hoe contrubot.duke .Accesed on 26 April 2013

[21] http:/geoogleleads:learn more Expo.duke.com..Accesed on 25 April 2013

a. In music, the exposition is the first part in the sonata form which introduces them used in the composition or the opening section of a fugue.

b. In a play, film or television show, exposition would be used anywhere in the work to give background information on characters and other parts of the work.

Exposition in written texts also gives background and character information; but, it can be more difficult to understand as a literary tool than exposition in music, plays or other visual entertainment since there are so many ways to present the information

2. Types of exposition

Description exposition - The writer explains the characteristics of a topic, shows examples, and describes features.

Example: The U.S. flag consists of thirteen alternating stripes of red and blue, representing the 13 original states. In the top left of the flag there is a field of blue with fifty stars, one for each state.

a. Comparison exposition - The writer shows how two topics are alike or different. Example: The alligator has a u-shaped, round snout and tends to live in freshwater swamps and streams. The crocodile has a long, v-shaped nose .and can live in saltier waters as well as freshwater habitats.

b. Cause and effect exposition - The writer explains the cause of an event and thoroughly investigates the effects. Example: The Civil War was caused because of conflicts between states on the subjects of states' rights and slavery. Before the war the southern states relied on slaves to plant and harvest the crops. These southern

states wanted to make decisions separate from the northern states and banded together as "The Confederates," threatening to leave the U.S. The northern soldiers were victories in the Civil War, reestablishing that states in the south had to confirm to U.S. laws, including the abolishment of slavery.

c. Problem and solution exposition - The author sets forth a problem, and then explains possible solutions to it.

Example: This family was a victim of a problem they could have avoided-a problem that, according to Florida park rangers, hundreds of visitors suffer each year. "Several times a month," ranger Rod Torres of O'Leno State Park said, "people get scared and leave the park in the middle of the night." Those people picked the wrong kind of park to visit. Not that there was anything wrong with the park: The hikers camped next to them loved the wild isolation of it. But it just wasn't the kind of place the couple from New Jersey had in mind when they decided to camp out on this trip through Florida. If they had known about the different kinds of parks in Florida, they might have stayed in a place they loved."

d. Sequence exposition - The writer shows events in either chronological or numbered order.

Example: The timeline of the Civil War included these key timeframes:

1600s - States begin to adopt laws regarding slavery that are appropriate for their individual states.

1700s - Some states are beginning to express thoughts that slavery should be abolished.

1800s - Rebellion starts against slavery with seven states threatening to secede from the U.S. Lincoln was inaugurated.

3. Exposition Text Type

Scientist characters are often used for expository dialogue, as they generally appear as experts in their field. Exposition gives the reader or listener the full spectrum of the story. By adding more details the writer can open the door and let the reader fully step into the story or the music.

"Exposition" refers to a type of writing that explains something, generally within the context of a fiction story. Revealing information that the reader (or watcher, in the case of television, movies and theater) needs without making it boring or out of character is one of the trickier aspects of writing. You can use exposition in several ways, to greater or lesser effect.

Before the Story Explaining backstory before the main narration is a common movie and book device. Because exposition can interrupt the flow of the story, background story often appears in an opening sequence or a prologue. It does not have to operate within the confines of the plot, so the author can tell it in a straightforward manner. The Star Wars movies feature an iconic expository device; the yellow lettering text that scrolls up the screen before the movie begins is an introductory type of exposition.

a. No other reason to speak this way to each other, and it can make for awkward dialogue. One of the weaker exposition tricks involves having two characters explain to each other something they already know to provide the audience with the same

information. Sometimes referred to as "Maid and Butler dialogue," this technique is an old play device featuring the maid and butler discussing backstory. These characters have

b. A common way to work expository dialogue into the story involves the introduction of characters that need facts explained to them. This device requires someone (often, the main character) who is new to the situation. The movie "The Matrix" takes advantage of the character Neo's being new to the real world by having him ask questions and having other characters explain things to him.

Some example of exposition text type are:

a. Non-Dialogue Exposition

A scene in a movie or book can describe events that have transpired. in the third chapter of "Harry Potter and the Half Blood Prince." author J.K. Rowling describes Harry's room while he is sleeping. The description mentions trash strewn around, indicating that Harry is messy and spends most of his time in his room, and quotes several of the newspapers laying around the room. Rowling describes an empty trunk in the middle of the room, which informs the reader that he intends to pack the trunk but has not gotten around to it.

I. *Theory of Analyzing*

1. Definition and Origin of Analyzing

Analysis is the process of breaking a complex topic or substance into smaller parts to gain a better understanding of it. The technique has been applied in the study

of mathematics and logic since before Aristotle (384–322 B.C.), though *analysis* as a formal concept is a relatively recent development.[22]

Linguistics began with the analysis of Sanskrit and Tamil; today it looks at individual languages and language in general. It breaks language down and analyses its component parts: theory, sounds and their meaning, utterance usage, word origins, the history of words, the meaning of words and word combinations, sentence construction, basic construction beyond the sentence level, stylistics, and conversation. It examines the above using statistics and modeling, and semantics. It analyses language in context of anthropology, biology, evolution, geography, history, neurology, psychology, and sociology. It also takes the applied approach, looking at individual language development and clinical issues.

Analyzing can be also identified as:

a. To separate (a material or abstract entity) into constituent parts or elements; determine the elements or essential features of (opposed to synthesize): to analyze an argument.

b. To examine critically, so as to bring out the essential elements or give the essence of: to analyze a poem.

c. to examine carefully and in detail so as to identify causes, key factors, possible results, etc. [23]

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22 Retrieved on www.wikipedia.org/analysis. Acessed on 2nd April 2014.

23 http://dictionary.reference.com/browse/analyzing. Aceeseed on 3rd April 2014.

Analyzing can be also identified:

a. To study (something) closely and carefully : to learn the nature and relationship of the parts of (something) by a close and careful examination

b. To study the emotions and thoughts of (someone) by using psychoanalysis[24]

2. Analyzing Reading

Here below are some steps in analyzing reading:

a. Have a pen in hand. You will want to underline difficult words and important information in the reading and may want to take notes, so have your pen handy. Since pencil fades with time and wear, a pen is best.

b. Quickly read through the essay or chapter. Quickly read over the essay or chapter, only underlining difficult words. Scanning, or previewing, the reading will give you some sense of the main idea and structure of the reading. Once you have finished reading the essay or chapter, look up the words you have underlined and write the definitions in the margins where the word appears or in your notes.

c. Read the essay or chapter again, noting key points. During this reading, plan to go through the essay or chapter more slowly, paying attention to major points.

Perform the following tasks during second or third readings.

d. Annotate in the margins or take notes of important information. If you own the book, annotate any important passages in the margins, indicating the thesis, major points,

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24 http://www.merriam-webster.com/dictionary/analyze. Acessed on 3rd April 2014.

points that you agree or disagree with, and examples or details that you find interesting. Devise your own system for annotating and make a legend of your marks in the front or back cover of the book for future reference. You might use one star for fairly important information, two stars for major points, and smiley faces for amusing or interesting statements or examples. Or, you might write keywords in the margin, using a summary of the point (e.g., end of socialism, 1st cause of global warming) or a comment of your own (e.g., "right on," "says who?" or "so what?"). If the book belongs to the library, you can take notes and indicate your comments in the margins of your page. Remember to write in your notes the page number where the information is found.

e. Outline the structure of the essay or chapter. In your notes, write down the thesis and major points of the reading. Look for headings and topic sentences that indicate major points and shifts in topic. You may also want to note the type of examples or details that author uses to support major points. If you own your book or have a photocopy of an article/essay, you may also want to mark where the thesis and main points occur in the margins of the reading.

f. Read for evidence and credibility. An author is credible if his or her claims are supported by sufficient and accurate evidence. Consider how the author supports claims.

1) Does the author support claims with such data as statistics, observations, or personal information?

2) Does the author offer sufficient and accurate data?

3) Does the author indicate how the data was obtained?

4) Does the author reveal any personal experience that adds to his or her credibility?

5) Is the author credible? Why or why not?

g. Distinguish between facts and opinions. Make a note of the statements of fact (reliable information that can be verified) and statements that are opinions (judgments or inferences). How do you know?

h. Look for logical fallacies. Logical fallacies can be accidental slips in logic or can be methods for deceiving the audience. Refer to your handbook for definitions of the various types of logical fallacies that may occur in reasoning.

i. Look for concessions to other points of view. If the author is arguing a for a particular position, look for indications that other points of view are valid. A good argument acknowledges other perspectives. If the author does acknowledge other points of view, note how the author treats or portrays the opposition. Does the author use sarcasm or personal attacks? Or, does the author acknowledge, at least, partial validity of the opposition's view?

j. Identify the audience and purpose of the reading. The purpose of the essay or chapter may be to amuse, inform, explain or instruct, move or persuade, or convince. To discover the purpose of the reading, consider how the author presents information.

1) Is the author arguing a position or merely offering information about a subject?

2) Is the author trying to move the audience to action or merely trying to convince them of an alternate perspective?

3) Is the author instructing the audience about how to perform a task or explaining a concept?

4) Is the author pointing out the absurdity of a situation or trend?

5) Does the language befit the subject or is it exaggerated or in contrast to the subject?

Consider who the author has intended as the audience of the essay or chapter. If the audience is not clearly stated in the reading, consider the type of language used (Is the reading full of slang? jargon? regionalisms?), the examples and evidence presented (Is the evidence specific to a certain profession or can it be understood by readers who are not trained in the subject area?), and any hints about the audience's education level, gender, ethnicity, values and beliefs, etc. [25]

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25 http://www.harbrace6e.nelson.com/read.html. Acessed on 4th April 2014

CHAPTER III

RESEARCH METHOD

A. Research Type and Design

This research applied classroom action research. Its aimed to find out whether analyzing exposition type can improve the students' reading skill at eighth year students of SMPN 8 Palopo.

The research involved a class of students at the eighth year students of SMPN 8 Palopo. There was collaboration with the English teacher of the class. Because the writer is not a teacher so the writer will stand as the researcher at the learning process meanwhile the teacher supervises the researcher.

B. Time and Place of the Research

This research was conducted at the eighth year students' of SMPN 8 Palopo. in academic year 2013-2014 which consisted of 23 students.

C. The Object and Subject of the Research.

1. Object of Research

The object of the research was the implementation of the learning in improving reading skill; the research was conducted in from cycle namely: planning, acting, observing, and reflecting.

2. Subject of the research

This research would apply exposition strategy in the research. It aimed to find out the effective procedure of analyzing exposition type to improve students' reading skill at the eighth SMP N 8 PALOPO., in collaboration with the English teacher in change, as supervisor at learning process meanwhile the teacher taught the student with the writer's method and media.

D. Method of Collecting Data

1. Techniques

The collecting data techniques in this classroom action research were:
a. Test: to find out the students' score.
b. Observation: to find out the students' participation during the use of exposition

strategy in improving reading skill.
c. Interview: to find out the level of successful in implementing the use of of exposition

strategy in improving reading skill.
d. Discussion among the researcher as teachers with the collaborators. As a way to make

reflection in each cycle.
2. Instruments

The instruments used in collecting data in this classroom action research

were:
a. Reading Test: the students given a list vocabulary and magazine to check the

vocabulary that they have known.
b. Observation list: it used when observing the students' participation during the use of

analyzing exposition type in improving reading skill also as the basic instrument used

in discussing part among the teacher and the collaborators as a way to make reflection

in each cycle.
c. Guided Interview list: to find out the level of successful in implementing the use of

analyzing exposition type in improving reading skill.
d. Discussion result among the members of team.[1]

E. Data Sources
1. Teacher

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1 Prof. Dr. Sugiono, *Pendidikan pendekatan kuantitatif., kualitatif dan R & D,* (Bandung , 2011), p.307

English teacher was supervisor, and the researcher apply exposition strategy while

teaching reading skill in the class.

2. Students

The position of the student in this research as subject of the research, the

researcher hopes after researching the student can improve their reading skill.

3. Partner and collaborators

The position of collaborators in research to help the researcher to observe the

students, so the researcher can be able to know the students condition in lerning

process and gave suggestion for the problem in each cycle.

F. Technique of Data Analysis

The data which collected in every observation in each cycle was analyzed

descriptively through percentage technique and by considering the tendency

happened during the learning process.

1. Reading test result: Students'score of the vocabulary test was counted by using

formula, as follow:

The formula is:

$$PC = \frac{\sum P}{\sum I} \times 100\%$$

Where,

PC = percentage

$\sum P$ = score of a student

$\sum I$ = total score

This research was conducted in some cycles, and each cycle had criteria of success as in this following table:
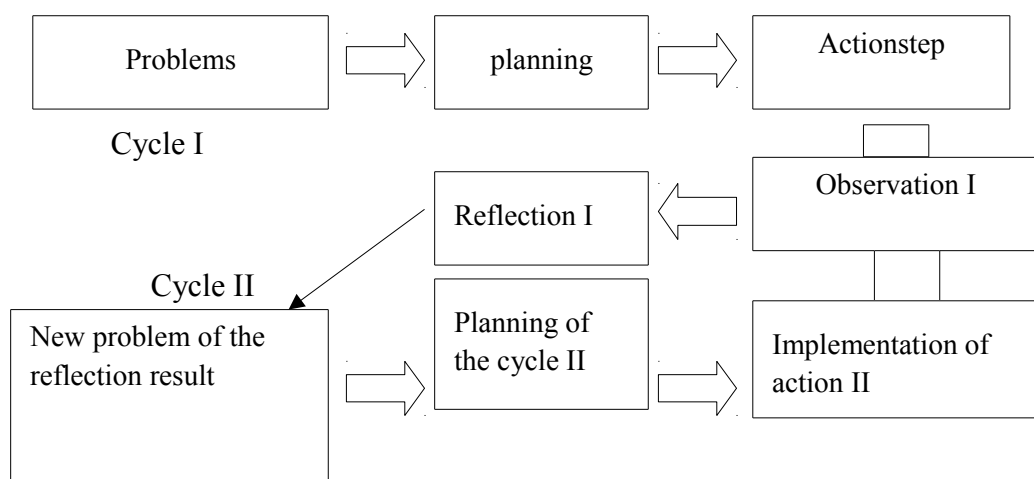
Table 1. The Classification of Students' Mean Score

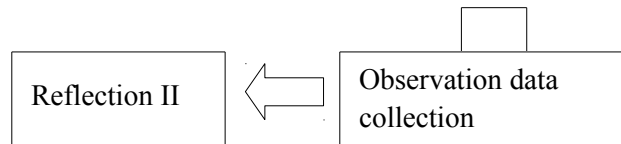| No.	Score	Category
1	90 - 100	Excellent
2	80 – 89	Very Good
3	70 - 79	Good
4	60 – 69	Average
5	≤ 59	Poor

The table above was presented the criteria of success in learning process of each cycle, and the limit score of success was 75,00, considering the difference and variety of every student.

2. Activities of students during the learning process: analyzed by considering the students' participation and the classified into high, average and low classification.

3. Implementation of learning by of exposition strategyin improving reading skill. by analyzing the successful level of implementation, then it categorized into success, less success, and not success.

G. *Procedures of the Research*

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                    ┌──────────┐
                    │          │
┌──────────────┐    └──┐    ┌──┴──────────────┐
│              │  ⇐     │    │ Observation data│
│ Reflection II│        │    │ collection      │
│              │        │    │                 │
└──────────────┘        └────┴─────────────────┘
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The Classroom Action Research Cycle[2]

1. Cycle I

The first cycle of this classroom based research consist of planning, acting,

observation and reflecting.

a. Planning

1) Analyzing the curriculum especially the basic competence after doing the need

   analysis of the students.
2) Preparing a lesson plan about the use of analyzing exposition type in improving

   reading skill. And how to do a dscource analysis
3) Setting classroom management: number of students 23, make the classroom

   comfortable.
4) Preparing the test.
5) Preparing the instrument use in the classroom action research cycle.

b. Acting

During the action the students were given the step of analyzing exposition

type in improving reading skill for example the newspapper,or megazine, after they

read and listen together, then the researcher will tell them the meaning of the each

words in the text . Then give them a few minutes to look at the memorizing text and

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2 Baedhowi, *Membimbing Guru Dalam Penelitian Tindakan Kelas*, (Jakarta: Januari 2010), P. 15

after a few minutes the researcher ask them to close the text. Then the researcher and student will answer the word together and once in a while the researcher will stop talking and as soon as the researcher ask them to mention the series of the of exposition strategy in improving reading skill and mention the meaning of the words.

c. Observation

1) Reading test
2) Students' participation
3) Students' performance in peer evaluation and discussion.

d. Reflecting

This classroom action research is success if some of the following requirement are fulfilled:

1) Most of the students (75%) have a good participation during the acting.

2) Most of the students have a good score in evaluation (70).

3) Most of the students active in peer evaluation and discussion.

2. Cycle II

Like at the first cycle, in the second cycle also consisted of planning, acting, observation and reflecting.

a. Planning

The research team, made a lesson plan based on the result of reflection in the first cycle.

b. Acting

The teacher did the teaching by analyzing exposition type in improving reading skill and explain about the planning in the second cycle.

c. Observation

The research team (teacher and collaborator) did the observation through the learning by of analyzing exposition type in improving reading skill.

d. Reflecting

The research team did the reflection toward the second cycle then made a plan for the third cycle.

CHAPTER IV

FINDINGS AND DISCUSSION

A. *Preliminary Activities*

Before did the research, the researcher interviewed the English teacher of eighth class at SMPN 8 Palopo and asked some questions that related to the learning and the situation in the classroom while learning process. From the interviewing the teacher, the researcher got some information about the students' interest toward the English language material, especially reading. The students seemed not interest and not active when the teacher explained the material. They felt that English is a difficult subject, especially in comprehending reading. That was why their average score in English subject was low, because they could not understand well how to comprehend the passage and furthermore they are not interested to learn more difficult material.

Based on the pre-observation, the researcher got some data about the students' condition of the class, including the students' problem. From interview, the researcher got information from the student that difficulties cover four skills in English, due to lack of ability to understand the meaning of word by word. The teacher often gave them knowledge of some word but they could not memorize it because the teacher just asked them without using interesting media. That was why the students could not comprehend the higher level of passage. The data was analyzed to overcome the problems. It means that the students would study reading by using other strategy to improve or increase their reading skill.

All of this information and data was analyzed to solve the problem. The researcher made some pre conclusion that the students needed not also some interesting strategy in studying reading but they also needed direction and guidelines how to be managed in ideal learning process.

Figure 1. The first situation in the class

B. Findings

1. The First Cycle

The researcher had explained before that the focus of the research was to find out whether the analyzing of exposition type can improve the students' reading skill. So, the researcher had explained the steps in doing the learning process based on exposition strategy in order to make the students understand and did not face some difficulty in the implementation.

a. Planning

To carry out the class action research was required different tools that had been created and developed previously, namely: lesson plan, the supporting instruments such as: observation sheets, camera, and tests. In this step, the researcher prepared what have to do in the action step, paper work students, and design of reading teaching and test.

b. Action

Before start the every step in action level, the researcher explained the theory of and steps of analyzing exposition type shortly. The researcher also explained to the

students the aspects that would be observed and examined from the students' attitude during the class begun. Here the action steps of analyzing exposition type:

1). Firstly, the researcher announced the students the topic or passage that would be the reading material while learning process.

2). The researcher divided the passage or reading one by one to the students. The researcher announced to the students to read the passage and take note some important thing they found or something they want to ask for.

3). The researcher wrote down on the white board some difficult word with the meaning to help the students comprehend the passage.

3) The researcher gave 5-7 minutes to the students to read. After that researcher gave the chance to the students to discuss together what the content of the passage about.

4) The researcher became the moderator. Sometimes the researcher gave the questions to the students, but sometimes the teacher answered the questions from the students. The researcher also gave the chance to students to answer their friend questions.

5) After finishing the discussing, the researcher asked to the students to summarize the passage by using their own words, and gave them 5-7 minutes for it.

6) When the time was run out, the researcher asked the students to submit their summary. And the researcher gave her own opinion about the reading or the passage that had been read as the conclusion of the reading content.

Figure 2. The Action Situation in cycle 1

c. Observation

      While conducting the step in cycle 1, the researcher also observed students by filling the observation sheet and took note about the students' situation and condition in the classroom while research process, and the researcher obtained data and information as follows:

1) In the cycle 1, the student still lack of enthusiasm to understand the reading material. The students seemed not discipline. And the classroom was crowded enough. They were active but learning situation become not interested because some students tent to play joke in the class and laughed each other.

2) Some students are difficult to understand quickly about the direction from the researcher. So, the researcher had to explain again and again.

3) The students were still not discipline. They could not finish the tasks on time.

4) The researcher still had to remind and warn the students repeatedly about their bad habits in making noisy, unorganized table, and talking each other while the teacher explaining something.

5) After evaluating the students' test in reading skill test in cycle 1, the results shown

that some of the students still were in low score.

6) These tables below showed the result of students' achievement in cycle 1.

Table 2
Score of Reading Comprehension Test in Cycle 1

No	Students' Code	Activeness	Time	Score of Task
1	01	55	50	60
2	02	60	60	65
3	03	59	60	70
4	04	60	60	75
5	05	75	78	80
6	06	60	65	78
7	07	70	70	65
8	08	70	70	70
9	09	85	80	90
10	010	60	70	80
11	011	59	60	65
12	012	55	55	65
13	013	50	60	60
14	014	58	53	55
15	015	65	50	65
16	016	60	60	60
17	017	75	75	75
18	018	60	59	63
19	019	55	55	65
20	020	60	60	60
21	021	59	60	65
22	022	59	60	70
23	023	70	70	70
Total		1439	1440	1571
Mean Score per Criteria		62,56	62,61	68,30
Mean Score		64,49		

In reading test the researcher assessed three standards that were activeness, time accuracy, and score of task. And the students' score of task placed the highest score that was 68,30. The students' activeness in doing tasks was 62,56 and the students' time accuracy was 62,61.

d. Reflecting

After all the steps in cycle 1 were executed that covered planning, action, and observation to the process that had been held, the researcher could explain the result of reflection as follows:

1). The students were still confused on implementation of exposition strategy or discourse analysis in learning process.

2). Most of the students still communicated each other in loud voice, that had no relation with the reading material.

3). Many students did not aware that their activities during learning process were observed, made them still act as usual such us making noisy, laughing each other and else.

5). The clever students still dominated the learning process by keep talking and asking many things, whereas the other students who seemed not confident to talk, tent to be quiet and not responsive.

6). The students reading test result in cycle 1 was still poor, many of them were not active in discussion because lack of vocabulary knowledge and comprehension skills.

Based on the reflection above, the researcher made some repair and improvement step for the cycle 2. They are:

1). Explained intensively about aim and significance about implementation of analyzing exposition type in learning reading comprehension, in order to students could understand well and could apply it in the learning process.

2). The researcher divided the students in to different seat in order to make new situation and interaction between students in the classroom.

3). Gave motivation to the some students who were indicated not enthusiastic to be more confident and brave to deliver their idea.

4). Separate the clever students in to different groups in order to they can share their knowledge and stimulate the ability of other students.

2. Cycle 2

In cycle 2 the researcher changed the form and position of students' seat. The researcher also divided students in some group that consisted of 4-5 students. This step was done to stimulate or motivate the students who were not confident and lack of creativity to be more active and find solution. The other steps in implementation of analyzing exposition type in teaching process were same in the cycle 1.

a. Planning

In teaching reading, the researcher also made lesson plan and other supporting instruments. The researcher provided work sheet as well for each students. The task

in reading session was answering the questions based on the passage that were divided by the researcher.

b. Acting

In cycle 2, the researcher divided the different topic of reading to the students that had been provided before. The steps in the teaching process were same in the cycle 1. The researcher only changed the position of students' seat in order to the students could make new interaction with other students in learning process. The researcher also formed some group that consisted of 4-5 people to increase the students' interest in working together. While finishing the tasks, the researcher would observe the students attitude on observation sheet.

Figure 3: the students' activity of reading in cycle 2

c. Observation.

During the cycle 2 were conducted, the researcher could observe and took note on some significant things in learning process as follows.

1). There was improvement on students activeness and enthusiastic especially in learning process. They looked very excitement in finishing tasks together.

2). Students also reduced their habit in making noisy, caused of the warning and remaining from the researcher if their attitude would affect their tasks score.

3). There was the improvement of students' score, where almost the shy students previously, could gave comments more than in cycle 1

4).The students also could finish their tasks on time. None of the group was late anymore to submit their task.

These tables below were the result in the cycle 2.

Table 3
Score of Reading Skill Test in Cycle 2

No	Students' Code	Activeness	Time	Cooperation	Score of Task
1	01	80	80	75	95
2	02	75	80	80	80
3	03	80	75	75	90
4	04	80	80	75	80
5	05	75	75	90	80
6	06	75	80	80	80
7	07	80	75	80	80
8	08	75	80	80	80

9	09	80	80	85	90
10	010	75	80	75	90
11	011	80	80	90	80
12	012	80	75	85	80
13	013	75	80	80	80
14	014	80	80	85	85
15	015	85	90	90	90
16	016	75	75	85	80
17	017	85	80	80	90
18	018	80	75	75	80
19.	019	75	80	80	80
20.	020	75	80	80	80
21.	021	85	75	75	80
22.	022	80	80	75	75
23.	023	75	80	80	80
Total		1805	1815	1855	1905
Mean Score per		78,48	78,91	80,65	82,83
Mean Score			80,22		

In reading test at cycle 2, the researcher assessed four criteria, that are activeness, time accuracy, cooperation, scores of task. In cycle 2, there was development on students' mean score, that was 78,48 for activeness, 78,91 for time accuracy, 80,65 for cooperation and 82,83 for score of task. From the result below, the total mean score was 80,22. It was a better development and passed the criteria of success.

d. Reflecting

Based on the whole activities and step in cycle 2, the researcher needed to make some reflections as follows:

1). The score in all criteria had been increase and passed the success criteria. The reading mean score was 85,49 and it passed the success criteria also.

2). From the activeness aspect, there was improvement from cycle 1 to cycle 2, where mostly students in cycle 1 were in enough category and in the cycle 2 almost all students could improve their activeness in to high and very high category.

So, the researcher concluded that the exposition strategy and discourse analysis was effective to improve the students' reading skill.

3. The Result of Questionnaire about Students Perception on Analyzing Exposition Type in Learning Reading Comprehension

The researcher used questionnaire to get data and information about students' interest and perception in analyzing exposition type during the learning process. And the results are follows:

Table 6. Result of Students' Questionnaire about Perception of Analyzing Exposition Type

No.	Questionnaire	(SA)	(A)	(U)	(D)	(SD)
1.	1	12	9	2	-	-
2.	2	13	9	1	-	-
3.	3	14	8	1	-	-
4.	4	12	9	2	-	-
5.	5	15	7	1	-	-

Based on the table 5 above, most of respondents showed positive interest towards every item, by giving positive statements. It means that students excite in analyzing exposition type to learn more about reading comprehension.

These following tables are the detail descriptions or explanation of the data that were used to know the students' interest about the analyzing of exposition type:

Table 7
The students feel interest to learn reading by using exposition strategy (discourse analysis).

Classification	Frequency	Percentage (%)
Strongly Agree	12	52,17 %
Agree	9	39,13 %
Uncertain	2	8,70%
Disagree	-	-
Strongly Disagree	-	-
Total	23	100%

The result of the table 6 indicates most of the respondents gave positive response that by using the analyzing of exposition type made them feel interest to learn reading. There were 12 (52,17%) respondents chose strongly agree, there were 9 (39,13%) respondents chose agree, there were 2 (8,70%) respondents chose uncertain and none of respondent chose disagree, or strongly disagree. It means that the students feel interest to learn reading by using the analyzing of exposition type.

Table 8
Analyzing exposition type helps the students to comprehend the reading easily.

Classification	Frequency	Percentage (%)

Strongly Agree	13	56,52 %
Agree	9	39,13 %
Uncertain	1	4,35%
Disagree	-	-
Strongly Disagree	-	-
Total	23	100%

The result of the table 7 indicates most of the respondents also gave positive response that by analyzing exposition type helps the students the reading easily. There were 13 (56,52%) respondents chose strongly agree, there were 9 (39,13%) respondents chose agree, there were 1 (4,35) respondent chose uncertain and none of respondent chose disagree, or strongly disagree. It means that by analyzing exposition type helps the students to comprehend the reading easily.

Table 9
The way of comprehending reading by analyzing exposition type is more enjoy than usual method.

Classification	Frequency	Percentage (%)
Strongly Agree	14	60,86 %
Agree	8	34,78 %
Uncertain	1	4,35
Disagree	-	-
Strongly Disagree	-	-
Total	23	100%

The result of the table 8 indicates most of the respondents agree that comprehending reading through analyzing exposition type is more enjoy than usual method. There were 14 (60,90%) respondents chose strongly agree, and there were 8 (34,78%) respondents chose agree, there were 1 (4,34%) respondent chose uncertain, and none of respondent chose disagree, or strongly disagree. It means that comprehending reading through analyzing exposition type is more enjoy than usual method.

Table 10
The students feel more exciting to learn English especially reading through analyzing exposition type.

Classification	Frequency	Percentage (%)
Strongly Agree	12	52,17 %
Agree	9	39,13 %
Uncertain	2	8,70%
Disagree	-	-
Strongly Disagree	-	-
Total	23	100%

From the result of the table 9 can be shown that most of the respondents agree that the students feel more exciting to learn English especially reading through analyzing exposition type. There were 12 (52,17%) respondents chose strongly agree, and there were 9 (39,33%) respondents chose agree, there were 12 (8,70%) respondents chose uncertain, and none of respondent chose disagree, or strongly disagree. It means that the students feel more exciting to learn English especially reading through analyzing exposition type.

Table 11
Studying reading through analyzing exposition type with group improve the students' confidence and togetherness with friends.

Classification	Frequency	Percentage (%)
Strongly Agree	15	65,21 %
Agree	7	30,43 %
Uncertain	1	4,35%
Disagree	-	-
Strongly Disagree	-	-
Total	23	100%

The result of the table 10 indicates if most of the respondents chose agree that studying reading through analyzing exposition type with group improves the students' confidence and togetherness with friends. There were 15 (65,21%) respondents chose strongly agree, and there were 7 (30,43%) chose agree, and there was 1(4,35%) respondents chose uncertain, and none of respondent chose disagree and strongly disagree. It means that studying reading through analyzing exposition type with group improves the students' confidence and togetherness with friends.

B. Discussion

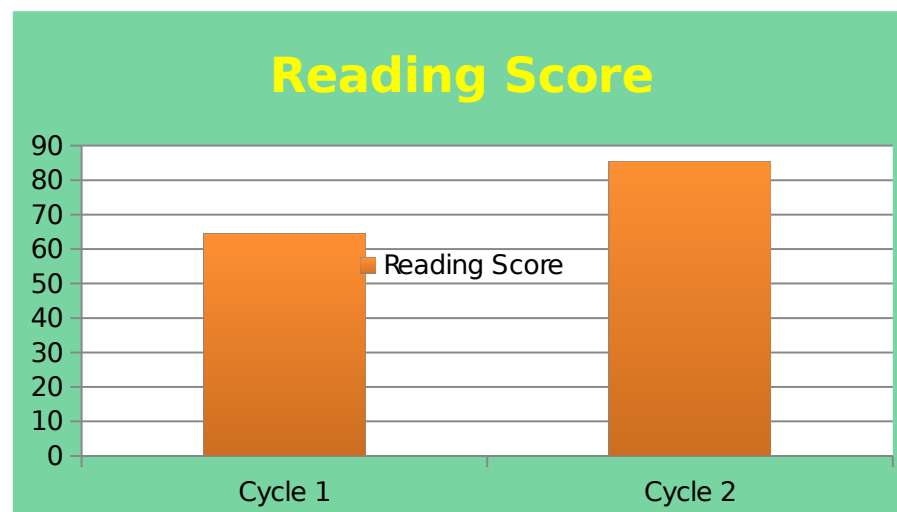*The Result of Analyzing Exposition Type Implementations in Improving Students' Reading Skill.*

Based on result of in findings, the researcher could present the result of data analysis about the implementation of analyzing exposition type in improving reading skill. It can be shown from the result of reading test between cycle 1 and cycle 2. As the researcher had defined that the criteria of success was 75,00. And the table below

showed the mean score and improvement of students' mean score from cycle 1 to cycle 2.

Table 4
The Improvement of Students' Mean Score

No.	Skill	Mean Score (Cycle 1)	Mean Score (Cycle 2)	Improvement
1.	Reading	64,49	85,49	32,56%

Chart 1. The Students' Reading Score Improvement

a. Cycle 1

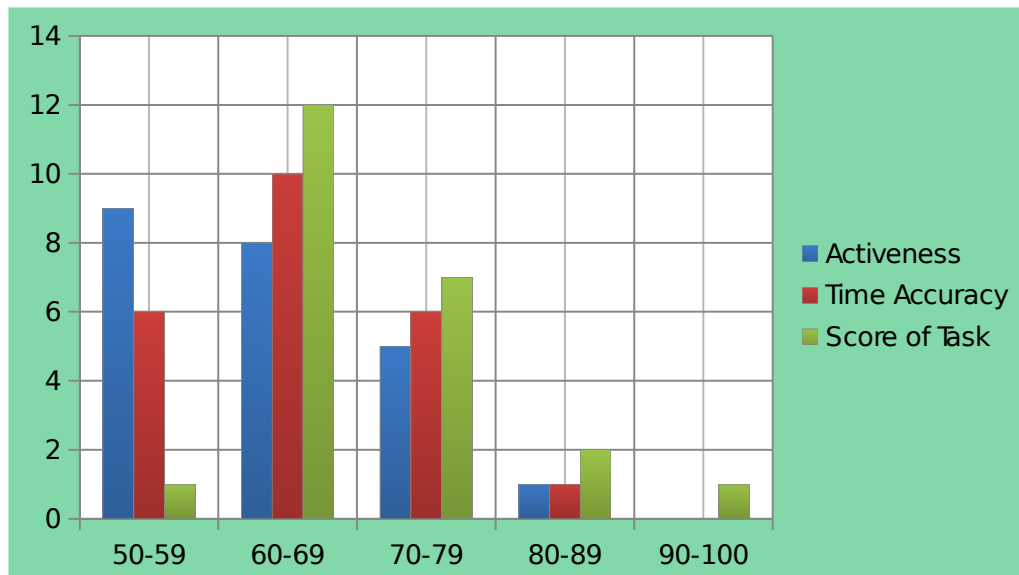Chart 2. Result of Assessment Criteria in Reading Test of Cycle 1

Table 6
The classification of students' ability in Reading Comprehension in cycle 1

No	Poor	Average	Good	Very Good	Excellent	Total
1	23,19 %	43,48 %	26,08 %	5,79 %	1,45 %	100%

In reading test for cycle 1 there were three criteria of measurement, namely:

1). Activeness: this criteria to measure the students' activeness and interest in finishing their task.

2). Time accuracy: is the criteria to measure the students' responsibility in finishing task on time.

3). Score of task: is the result of their task by scoring the right answer.

There were still 23,19% of students still in poor category because some of them were still not enthusiastic in finishing task due to their less capability in

comprehending reading and not on time to submit the task. There were 43,48% were in average category including them who could finish the task on time but in low score of right answer. There 26,08% and 5,79% in good and very good category for the students who only answered a few wrong answer in their sheet. And only 1,45% are in excellent criteria, and this student could answer all the questions correctly and submit the task on time.

b. Cycle 2

In cycle 2, the researcher formed the group in finishing task. And it had the good effect in improving students mean score and other soft skills aspect during the process in finishing task.

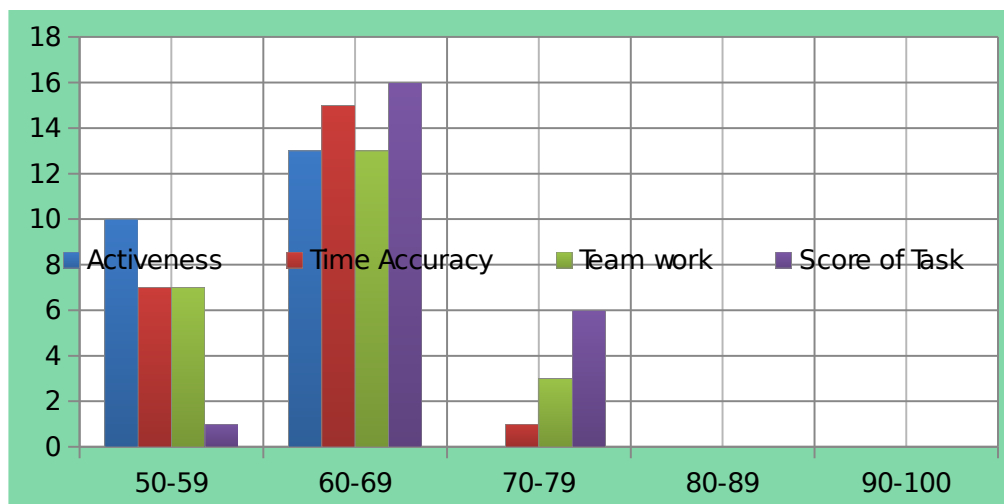Chart 3. The Result of Assessment Criteria of Reading Test in Cycle 2

Table 5
The classification of students' reading test in cycle 2

No	Poor	Average	Good	Very Good	Excellent	Total

1	-	-	27,17 %	61,95 %	10,87 %	100%

In cycle 2, the researcher also added one criteria of measurement in reading session that was teamwork. This criteria to evaluate the students ability in working and finishing the task together, whether they were enthusiastic to did the task in group or not.

There were no more students in poor and average category. All the members group could work together, and the higher capability students could help their other friends to comprehend the story so they can answer the question together in teamwork. That was why there were a raise of percentage level in good, very good and excellent category.

Based on the result in cycle 1 and in cycle 2 there was more improvement of students' ability in comprehending reading or passage. There was no more students in poor and average category. There were only students in good, very good and excellent category with percentage 27,17%, 61,95% and 10,87%. This result showed the improvement of reading comprehension by analyzing exposition type.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

After finishing the research, the researcher made some conclusion about the analyzing of exposition type in improving reading skill. The conclusions were:

1. Using the analyzing exposition type can improve the students' reading skill. It can be viewed from the results of students' mean score show the improvement from cycle 1 to cycle 2.

2. Most of the students perceive positively about the analyzing of exposition type based on result of questionnaire.

B. Suggestions

From the conclusion above, the researcher would like to give some suggestions to be considered by English teachers as follows:

1. Applying exposition type is one of effective way to improve students' reading skill that can be applied by the teacher in teaching process.

2. In applying exposition type, the student should use many interesting and popular topic of passage or reading to keep the better interest and excitement while studying process.

3. For others researchers who want to research exposition type deeply, it can be modified in its implementation with various group formation or topic.

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