

CHAPTER II

THEORETICAL FRAMEWORK

A. Reading

a. The Understanding of reading

Reading is an active information seeking process in which readers relate information in the text to what they already know. When we sit down to read our knowledge of the language allows us to identify the basic forms and meanings of printed words and sentences. At the same time our knowledge of the world in general and of the subject matter in particular allows to comprehend. These words and sentences by comparing them to knowledge stored in our brains.¹ To make sure that we know exactly what is reading? here are some definitions of reading. According to some experts, according to Hodgson reading is a process done by the reader to get message conveyed by the writer through written representation, reading is an exercise dominated by the eyes and the brain. The eyes receive the

¹ Joan Rubin and Irene Thompson, *How to be More Successful Language Learner "Toward Learner Autonomy" second edition*, (New York: Heinle & Heinle Publisher. 1994), 91

messages and the brain then has to work out the significance of these messages. Furthermore, Frank G Jennings states in his book that reading is the art of transmitting the ideas, facts and feeling from the mind and soul of an author to the mind and soul of reader. With accuracy and understanding

b. Definition of analytical exposition text

Analytical exposition is a text that elaborates the writer's idea about the phenomenon surrounding. Its social function is to persuade the reader that the idea is important matter, and to analyze the topic that the thesis/opinion is correct by developing an argument to support it.

c. Generic structure of analytical exposition text

- a. Introducing the topic and indicating the writer's point of view.
- b. Argument : Explaining the argument to support the writers position. The number of arguments may vary, but each argument must be supported by evidence and explanation.
- c. Reiteration: Restating the writer's point of view / to strengthen the thesis. We can use the following phrase to make conclusion in reiteration :

1. From the fact above.
2. personally believe.
3. Therefore, my conclusion is.
4. In conclusion .

Is Smoking Good for Us?

Before we are going to smoke, it is better to look at the fact. About 50 thousands people die every year in Britain as direct result of smoking. This is seven times as many as die in road accidents. Nearly a quarter of smokers die because of diseases caused by smoking.

Ninety percent of lung cancers are caused by smoking. If we smoke five cigarettes a day, we are six times more likely to die of lung cancer than a non smoker. If we smoke twenty cigarettes a day, the risk is nineteen greater. Ninety five percent of people who suffer of bronchitis are people who are smoking. Smokers are two and half times more likely to die of heart disease than non smokers.

Additionally, children of smoker are more likely to develop bronchitis and pneumonia. In one hour in smoky room, non smoker breathes as much as substance causing cancer as if he had smoked

fifteen cigarettes.

Smoking is really good for tobacco companies because they do make much money from smoking habit. Smoking however is not good for every body else.

d. The factors influence of reading

They are many factors that influence the reader when reading, such as:

a. Language

In the case of written text, some researchers look at word and sentence length (Wallace 1992:77). on the premise that text with longer sentences and longer words will be more difficult to understand than those with shorter ones. It means that if students faced the situation, they would get difficult in absorbing what the meaning of the text is.

b. Topic

The teaching of receptive skill sometimes will not go as we want it to be because of the inappropriate topic. they are dealing with and would not interest to learn.

c. Tasks

When teacher wants to give the task and choose the comprehension tasks to do it, sometimes that kind of tasks are not helping the students to more understand the skill. It is more likely to be testing them, by testing they will not be appropriate way to accomplishing the students improvement in this skill.

d. Negative Expectations

Before the students were starting to learn the skill, they already have negative expectations they have feeling that they are not going to understand the passage. Because it is sound to be too difficult and they would be frustrating and de-motivating. Those feeling occur because of unhappy or unsuccessful experiences.

e. The ways to improve reading

Skillful reading is an important part of becoming a skilful writer.

Following are four steps that would make you better reader:

a. Concentrate as we Read

In reading activities, someone needs to improve his concentration to improve the concentration. First read in a place where we can be quiet and alone, don't choose a spot where a TV or stereo is on or where friends or family are talking nearby. Next sit in an upright position when we read, If our body are in completely relaxed position sprawled across a bed or nestled in an easy chair our mind is also going to be completely relaxed. The light muscular tension that comes from sitting in an upright chair promotes concentration and keeps our mind ready to work. Finally, consider.

b. Skim material Before we Read

In skimming, we spend about two minutes rapidly surveying a selection, looking for important points and skipping secondary material. Follow this sequence when skimming.

1. Begin by reading the overview that precedes the selection.
2. Study the title of selection for a few moments.
3. Form a basic question (or questions) out of the title
4. Read the first, two or three paragraphs and the last two or three

paragraphs in the selection very often a writers main idea. If it is directly stated would appeared in one of these paragraphs and would related to the title.

5. Look quickly at the rest of the selection for other clues to important points.

c. Read the selection straight through with a pen nearby.

Don't slow down or turn back; just aim to understand as much as you can the first time through. Place a check or star beside answer to basic questions you formed from the title. And beside other ideas that seem important number list of important points circle words. We don't understand Put question marks in the margin next to passages that are unclear and that we would wanted to read

d. Work with the material

Go back and read the passages, that were not clear the first time look up words that block your understanding of ideas and write their meanings. Also read carefully the areas you meanings, Also read carefully the areas you identified as most important; doing so would enlarged our understanding of the material

Working with the material in this way, we would significantly increase our understanding of a selection effective reading. just like effective writing does not happen all at once rather, it is a process often we begin with a general impression of what something means and then by working at it, we move to a deeper level of understanding of the material.²

B. Small group discussion

According to Oxford Advanced Learners Disctionary, group is number of people or things that are together in the same place or that are connected in some way. Most experts agree that group is a number of people when it consists of two or more people discussion with each other.³

Based on the statement above it can be said that group is a number of people when it consists of two or more people discussion with each other. without an assigned leader in such a way that each person influences and influenced by another

² John Langan, *English Skills With Readings* , (New York: McGraw-Hill Companies: 2002). Page. 580-582

³ A S Horby, *Oxford advanced learner's of current*, (New york, oxford university press:2000),568

person in the small group discussion itself.⁴ According to Baker there are three or more people interacting face to face or without assigned leader in such a way. That each person influences and is influenced by another person in the group. Gives solution that students should be arranged. So, that each student can see all other members of group and can be heard without shouting disturbing the other groups.⁵

Based on the statement above, It can be said that small group discussion is the process by two or more members of a group exchange verbal and nonverbal messages in an attempt to influence one another.⁶

a. The Advantages of Small Group Discussion

The used small group is posited to have number advantages over individual practice:

- a. It provides the motivational framework of the group and the economy of teaching more than one child at a time.

⁴ Stewart L. Tubbs, *A System Approach to Small Group Interaction* (New York, McGraw Hill Companies: 2004), 157-166

⁵ William Fowler, *Infant and Child Care: A Guide to Education in Group Setting*, (New York, Allyn and Bacon Inc: 1980), 310

⁶ Stewart L. Tubbs, *A System Approach to Small Group Interaction* (New York McGraw Hill companies: 2004), 157-166

- b. The size of the small group permits: ease of control, flexible method, regulation personalize, attention and individualize programming.
- c. The used small group, also provides a social framework with each child can identify and use as a guide to determine his or her action. Can use as sharing experience that make enjoyment in playing and learning together.
- d. The main benefit of small group seems to lie in the coprative aspect. It can help foster, this method can make to the development of pupil sosial skill.⁷

The use small group can increase students motivation, because the size of small group makes the english teacher easy to control the members each group. Small group also provides a social framework, because the students can intract to each other and share their experience to solve their problem.

In other source there are many advantages of the small group:

⁷ *Daniel Muji and David Reynolds, Effective Teaching (evidence and practice), New York, Oxford University press. 2005), 52*

- a. Form learner activation that is divided into five group, gets five time as many opportunities to talk as in full class organization.
- b. It fosters learner responsibility and independence. Improve motivation and contribute to a feeling of cooperation warmth to the class.
- c. To make student better in reading.

Stewart states the advantages of small group are:

- a. Developing self awareness.
- b. Managing personal stress.
- c. Solving problem analytical and creatively.
- d. Coaching counseling and establishing supportive communication.
- e. Gaining power and influence.
- f. Building effective team and teamwork.⁸

b. The Disadvantages of Small Group Discussion

While small group discussion work can be powerful teaching and learning strategy, it does have a number of disadvantages; they are:

⁸ Stewart L, *A System Approach to Small Group Interaction* (New York, McGraw Hill companies: 2004) page. 8

- a. It does not naturally promote independent learning and can foster dependency certain dominant members of group.
- b. The complexity of small group can also make it harder to manage for the teacher
- c. Small group work can result more time spent on lesson

According to statements above, the writer said, the use of small group has many advantages in teaching reading analytical exposition text. Because it can motivate and develop students skill especially in reading. Small group discussion also can develop students learning outcome.

c. The Application of Small Group Discussion

First is start with one small group that works well together. Let the arrange their desks in a small circle and proceed to plan and make choice about their project. It is a good idea for them to chairman and to carry out their ideas in this way. They would be full range of group work experience and would be encountered several of the problem in working together

Second is separate individual from their group to each small group and provide them as leader for other group. The separate individual from that group can serve effectively as helping persons in new group who have no experience.

Third, set some well defined accomplishable task that provide early reinforcement. If the group job done the students would be more satisfied with the group and with their participation in it.

Fourth, work with each group specifically in turn. This would be done, so that students are aware of your attention and feel comfortable in knowing. That your time is theirs sit down with them and systematically explore the “state of the project” which each group members. This activity can increase students motivation learning.

Fifth, provide resource materials of several kinds, the teacher also can give the media: such as picture, real, and ect to increase students in take of information sessions to be more understandable to all group members material for making media aids for the group report should also be provide.

Sixth, the students getting their job done, the teacher asks the students in each group to report and discuss the result of students small group discussion, and develop suggestion for a brief lively information sharing session.⁹

⁹ *Diane Lapp, Hilary Bender, Teaching and Learning (Philosophical, Psychological, Curricular Application, (New York, macmillan publishing Co., Inc 1975). page 235-236*