IMPROVING THE STUDENTS READING COMPREHENSION THROUGH SMALL GROUP DISCUSSION IN DESCRIPTIVE TEXT AT THE SEVENTH GRADE STUDENTS OF SMP DWIJENDRA DENPASAR IN THE ACADEMIC YEAR 2019/2020

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Abstract

The aims of this research was to know the process of improve the students' reading comprehension for collecting the data, the writer used test and observation. The subject of the research were students of seventh grade students of SMP Dwijendra Denpasar in the academic year 2019/2020. The mean score of each test was used to find out the improvement of students' reading comprehension after the action was conducted. The procedure of the research consisted of planning, observation, action and reflection. The finding of this research showed that the use of small group discussion was successful to improve the students reading comprehension. Based on the quantitative data, the use of small group discussion helped the students to understand the descriptive text to be more familiar with English and help them to enrich their vocabulary knowledge. Based on the quantitative data, the students' mean score for the reading comprehension improved from 61, 13 in the pre-test to post-test 1 70 and post-test 2 78, 06.

Keywords: Improving, Reading Comprehension, Descriptive Text.

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui proses meningkatkan pemahaman membaca siswa untuk mengumpulkan data, penulis menggunakan tes dan pengamatan. Subjek penelitian ini adalah mahasiswa kelas tujuh siswa SMP Dwijendra Denpasar pada tahun akademik 2019/2020. Skor rata-rata dari setiap tes digunakan untuk mengetahui peningkatan pemahaman membaca siswa setelah tindakan dilakukan. Prosedur penelitian terdiri dari perencanaan, observasi, tindakan dan refleksi. Hasil penelitian ini menunjukkan bahwa penggunaan diskusi kelompok kecil berhasil meningkatkan pemahaman membaca siswa. Berdasarkan data kuantitatif, penggunaan diskusi kelompok kecil membantu siswa untuk memahami teks deskriptif untuk menjadi lebih akrab dengan bahasa Inggris dan membantu mereka untuk memperkaya pengetahuan kosakata mereka. Berdasarkan data kuantitatif, nilai rata-rata siswa untuk pemahaman membaca meningkat dari 61, 13 dalam pra-tes untuk pasca-tes 170 dan pasca-tes 2 78, 06.

Kata kunci: Meningkatkan, Pemahaman Membaca, Teks Deskriptif.

1. INTRODUCTION

Reading is one of four language skill which has important role English and it is the easiest skill to develop. It is the process of acquiring information which is delivered by the writer in the form of written text. This concerns with the reader's ability in comprehending the meaning of the information contains in the written text. Patel and Jain(2008) argued that reading is not only a source of information and a pleasurable activity but also as an means of consolidating and extending one's knowledge of the language. Therefore, reading is certainly an important activity for expanding knowledge of a language.

The main goal of reading is comprehension because based on Camille (2008:1) who stated "reader" with "comprehended," can almost equate as a readers know that reading is comprehending- making sense of what is read.

Reading is an important activity in every language, in reading activity; it allowed the readers to know the information from various texts. Reading is a fluent process of reader for combining information from the text. Reading comprehension also has an important role in learning process, because it determines the student's success in learning other things especially English. Students can grasp a large amount of knowledge and can obtain a wide range of information by having a good reading comprehension. Meanwhile, reading is constantly developing skill. Like any skills, the reader gets better at reading by practicing. Furthermore, if the readers do not practice, they was not get better and their skills may deteriorate.

This problem was be caused by individualistic model that was used by the teacher that could not cover all of the student's ability. This model made students become selfish and failed to lead students to share their knowledge between the high ability and low ability students. Therefore, the lower ability students have less motivation in reading and they were left behind. It made students fell frustrated immediately; moreover, they could not feel comfortable during the lesson. Teacher also only gave a chance to the students who often lifted a hand, so it made the lack of motivation from other students to answer the questions.

The teacher still used traditional method in teaching reading comprehension such as questioning and answering. Firstly, the teacher gave an example to the students about how to read the text. And the teacher then asked the students one by one to read the text in front of the class, while the students read the text in the front of the class, the teacher only focused on the pronoun citation. And the problem was most of the students did not understand the meaning about what they have read, and when the teacher delivered some questions most of the students did not have any idea to answer the questions correctly. Most of the students could not find the general information, specific information, textual meaning, and textual references of the text. Referring to the issue, it requires a proper technique to help students develop their reading comprehension that emphasizes on cooperative learning.

One strategy is assumed to be appropriate as a solution for the problem is small group discussion. Gibson (2014:4) writes that the purpose of using small group discussion is to develop students' abilities to formulate and discussions arguments in the group. Every member of the group was be given the reading text comprehension with exercises to assist them in finding general information.

According to Serravalo (2010-6), some advantage of small group discussion is addressed instructional goals by matching students' need with a purpose and method, create efficiency: more children can be seen more frequently for intervention or environs, allow students to feel like part of team as they work on the same goal with other students, and build in peer support as students' mentor another toward their goal and they can solve the problem together.

Using the small group discussion technique is recommended in teaching reading because the students could be actively involved in learning activities in the classroom. Moreover, the researcher believed that the small group discussion technique

could improve the student's knowledge in reading comprehension.

2. RESEARCH METHOD

This study was conducted at the seventh grade students of SMP Dwijendra Denpasar in academic year 2019/2020. There were 6 classes at the seventh-grade students of SMP Dwijendra Denpasar and the total of the students were 156 students. The students of class VIIH were 31 which consisted of 16 male and 15 female students. These students selected as the subject of the research based on the previous observation by doing interview which indicated that they had a crucial problem in reading comprehension. This class was also choose because they had low achievement in reading especially in identifying general and specific information, textual meaning and textual reference, therefore, their reading comprehension needed to be improved by using effective teaching technique.

The research instrument is used to collect valid and reliable data that was needed for the present classroom action research, so that the data of the subject' reading comprehension which was taught through small group discussion can be gathered. Without the instrument, the researcher cannot do anything, besides, there was two types instrument used in collecting the intended data in this study. They were test and observation:

Test was used for getting data research result and students activities in teaching learning. There were two tests used in this research as follows:

1. Test

    a. The pre-test was a test which is given to the students before conducting the treatment and designed to find out the basic data of the students in reading comprehension. The pre-test was done by giving the students a list of question in form of multiple choice to be answered before the lesson started.

    b. The post-test was used to measure the students' competency in reading comprehension. And it would be given to the students after the treatment were conducted. This test was administered at the post-test 1 and post-test 2. The first session and the second session were the same. The research distributes worksheet in the form of boxes that contain the answer disguised then accompanied by question and then asks students to answer the question by shading line to connect the letters in the box according to the answer.

2. Observation Sheet

    Observation sheet was technique for collecting data about research and students' activities in teaching and learning process. The observation sheet was given based on reality in the classroom, the type of observation was used in this research was direct observation. The guidelines consisted of a list of the students' activities that have

observed during learning process. It would use to identify whether using small group discussion could overcome the students' problems and improve the students reading comprehension.

This research will applied in cycle, according to burns (2010) there are four procedures in doing this classroom action, namely: (a) planning, (b) action, (c) observation, (d) reflection.

1. Planning

In this first stage, the research identifies and analyzes the problems or issues and developed a plan in order to bring improvement in students reading comprehension of the seventh grade student of SMP Dwijendra in academic year 2019/2020.

2. Action

In the stage of action, the students are teaching with the language skill of reading comprehension through small group discussion of the seventh grade student of SMP Dwijendra Denpasar in academic year 2019/2020.

3. Observation

Observation is done to collect data namely, teacher and student activity during the teaching learning process of the seventh grade student of SMP Dwijendra Denpasar in academic year 2019/2020.

4. Reflection

Reflection is a feedback process from the action. Reflection is also use to help teacher to make decision.

3. FINDING AND DISCUSSION

The researcher conducted interview with the students with the use os small group discussion to improve reading comprehension at the seventh grade students of SMP Dwijendra Denpasar and the researcher asked of some are students about small group discussion to improve reading comprehension and some are students answer about the story descriptive text, the first some there are students to say like to discussion about material but didn't understand some meaning of words, and some of students could not read text, and the students still lack vocabulary . It was found that the students really. They said that their English was not good. They could not read the English word or sentences correctly. They have difficulty to understand the descriptive text and the students still lacked to reading in English, and they lacked of vocabulary because when the researcher told the students to retell they only use those words.

The improvement students reading comprehension could be seen by the result students' score reading comprehension in pre-test, post-test I, and post-test II. The result of this research support by observing sheet and interview that had been finished.

Table1. The improvement of the students means score:

Type of Test	Mean Score	Categories
Pre-Test	61,13	Fair
Post-Test 1	70	Fair
Post-Test 2	78,06	Good

Chart 1. The improvement of the students means score:
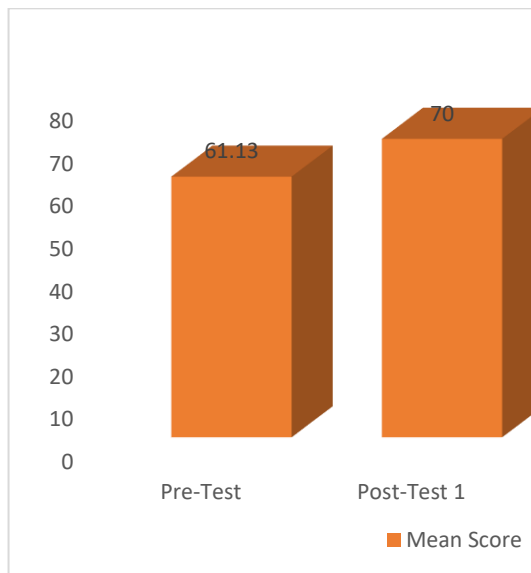
Based on the table and chart above, it showed the improvement of the students mean score from pre-test to post-test. The students score improved from 61, 13 in pre-test which could be said as fair into 70 which was fair categorized. Then, the students mean score in post-test II. Further improved to 78, 06 and was good categorized.

4. CONCLUSION AND SUGGESTION

Conclusion

Based on the findings and the discussion which has been explained in the previous chapter the research design of this study was classroom action research and subject of the study were at the seventh grade students of SMP Dwijendra Denpasar in academic year 2019/2020. This classroom action research this study was started by doing four interconnected activities such as planning, action, observation, and reflection. This research consist of two session those were session 1 and session 2.

The students score improved from 61, 13 in pre-test which could be said as fair into 70 which was fair categorized. Then, the students mean score in post-test II. Further improved to 78, 06 and was good categorized

In conclusion the findings of the main data in this presents study was in line with the existing support data revealed the effectiveness of small group discussion in teaching reading comprehension at the seventh-grade students of SMP Dwijendra Denpasar in the academic year 2019/2020

Suggestion

Based on the findings of small group discussion, some suggestion are addressed to:

1. The teacher
   It could give new references of the small group discussion for teacher when the teaching English. The teacher can also implement the use of small group discussion to improve reading comprehension of the seventh-grade students of SMP Dwijendra Denpasar

2. The students
   The students are expected to be more active in learning English. It should be better for the students to their motivate themselves to find new words in English passage.

3. The next research
   It is really expected that the next researcher could apply the strategy in the class and make it fun in the teaching and learning process.

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