Applying Small Group Discussion To Improve Students' Reading Comprehension At The First Grade Of SMP PGRI Klis

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ABSTRACT

This research was aimed at improved reading skill among students at SMP PGRI Klis. This Classroom Action Research was conducted in two cycles where all the data have been collected through test and the questionnaire. Based on the data, it was found that (1) narrative text as a teaching media can help the students to better understand English reading texts. From 19 students, 5 students or 76, 66 of % the students achieved the indicator of success; (2) the use of narrative text or some media in implementing using narrative text as a teaching media to improve students reading comprehension in order to stimulate the students to learn English reading comprehension that can be seen by students' responses among 19 students, 10 students were interested to learn English reading comprehension through using narrative text and (3) the using narrative text as a teaching media can increase students' reading comprehension. This result indicated that the using narrative text as a teaching media has successfully applied in increasing students' reading comprehension.

Keywords: Students' Reading Comprehension, narrative text, Teaching Media

INTRODUCTION

Reading is one of the receptive skills taught in English classes. Receptive skills are the methods by which people extract meaning from the discourse they see or hear. Reading is also one of the main focuses of English subjects stipulated in the national school curriculum. According to the School-Based Curriculum (KTSP 2007), the objectives of teaching reading are clear. Until students must be able to Perform one of them, for example, reading ability. Reading, according to the theories presented above, textual analysis is a complex process of obtaining ideas or meaning from a text represented in written or printed language. According to Arikunto, Greg, and Guest, (2003), reading comprehension implies that when someone reads, it is said that there should be interaction between the author and the reader in reading comprehension.

METHODOLOGY

The research methodology in this study was conduct Classroom Action Research. According to Kemmis and Mc Taggar as reported in Cohen (2007), Classroom Action Research is meant to answer a particular problem that emerges throughout the teaching and learning process in the classroom.

The study was done at SMP PGRI Klis. The school is located in Klis Village, Pendidikan Street. The 1st grade has become the focus of the research which consists of 19 students. The reason, the researcher chose the school was because the researcher found problems regarding students' reading comprehension.

FINDING AND DISCUSION

This findings examines the outcome of Classroom Action Research of Applying Small Group Discussion to improve Students' Reading Comprehension at The First Grade in SMP PGRI Klis. This research was conducted in 2 cycles with 3 meetings in each cycle.

The research applied a Small Group Discussion to Student's Reading Comprehension. Through pre-test and post-test in the first cycle and second cycle. All of the meetings in this cycle were conducted in the research place at SMP PGRI Klis from July, 15th to August 15th. Cycle 1 consist of planning, acting, observing reflecting. The researcher conducted the pretest to know the reading comprehension before giving treatment and it used the comparison score with the post-test.

To solve this problem, the researcher and the English teacher decided to decrease some activities in groups to see the progress in the teaching and learning process. The few activities given with more time for students. The researcher divided students in pairs. And then the researcher gave the task to the students for doing the task by correctly. The students tend to be more active when implementing a small group discussion. So, after that implementing a small group discussion, the students get more active. Moreover, there was an increase in students learning process.

DISCUSSION

After that the researcher asked the students to retell the story again from the beginning in English. In the end of meeting, the researcher gave feedback to the students about the learning process. After did a treatment, the researcher gave post-test to the students. The post-test was done to know the students' reading skill. The researcher gave text which consisted of five questions and asked the students to retell into English.

Based on the observation and reflection in cycle I, it showed that cycle I was not successfully yet because there are some students who still did not understand narrative text in learning. This was happening because when teachers explained using the story, they did not pay attention to consistency and they had difficulties in comprehending English words because lack of vocabulary. Therefore, the researcher and collaborator tried to revise the several problems that appeared in cycle 1 and arranged the planning for continuing in cycle 2. The researcher prepared the lesson plan, material, media, answer sheet observation sheet, and the test for pre-test and post-test.

So, teacher are expected to master the lesson plan and reward students' who property complete LKS so that students' are more motivated to learn better. At cycle II was executed acknowledge in deficiencies encountered at cycle I.

The strategy confirms that the students can be easier to learn new English reading comprehension by categories that the teacher gave, the students have to ensure that the sentences are right with the category by finding out the meaning of the sentences by using a short story. The important thing in this strategy is the categories because by the categories the students could list some sentences related to or based on the categories.

CONCLUSION

Based on the findings of this study, it can be concluded that applying a small group discussion to students' reading comprehension is an effective sentence. The students in the seventh grade VII of SMP PGRI Klis can increase their reading comprehension. This narrative text helps the students to increase their reading comprehension. The students can be more actively involved in classroom activities, work cooperatively in doing the tasks and have the motivation to learn new reading comprehension. In addition, this strategy helps the teacher to create enjoyable classroom activities, so the students are more interested to learn English reading comprehension.

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