

## TEACHING READING COMPREHENSION AND SMALL GROUP DISCUSSION AT THE SECOND GRADE STUDENT OF MTS AL- IKHLAS IN ACADEMIC YEAR 2021/2022

**Abdul Wahab, M.Pd & Karyawan Putraidi, M.Pd.BI**

*Lecturer of English Department at Qamarul Huda Badaruddin University*

### Abstrak

The aim of this research is how to find out a relevant method to teach the students on reading comprehension for the second year students of MTS Al-Ikhlal, Pandan Tinggang, Batu Jangkih, Southwest Praya of central Lombok in academic year 2021/2022. This research is used reading comprehension and small group discussion in teaching reading comprehension. The kind of this research is a classroom action research (CAR). The populations of this research were all students of the second grade student of MTS Al-Ikhlal that consists of 16 students. Meanwhile the subject research was VIIa because they were less in comprehension of the text through reading activity, then the technique of collecting data was observation and test. In addition in analyzing the numerical data, the writer gained the average students score in each cycle. The use of small group discussion in teaching is able to improve the students' English reading skills. It is proved that students score at the second cycle is higher than at the first cycle; the mean score of the first cycle were 5.73 and at the second cycle were 7.48, and the curriculum standar of Minimum Completeness Criteria (MCC) at the first cycle were 53.57% it had not reached yet the classical successful criteria, because the classical successful learning must be  $\geq 60\%$  and at the second cycle were 71.42%, so it can be said succes because 71.42% of the students got  $\geq 60$ . The use of small group discussion in teaching students' reading comprehension can motivate the students to be more active and contribute positive effect to their development of learning process.

**Key Terms: Comprehension, discussion, Mastery, Classical, Cycle.**

### 1. Introduction

In Indonesia, English is learned from Elementary school up to university level. Reading is one of the skills that must be taught as a part of English language teaching. The aim of teaching reading comprehension is to help the students understanding of the texts, and the way to get information from the text. The process of comprehension is needed for mental and physic of every scholars. Reading comprehension involves of physic and mental activity to reveal the meaning of the written text, while in that activity there is a process of knowing letters. The physic activity is the parts of the body, our eyes particularly do it.

The mental activity is perception and memory as parts of thought are involved in it.

There are many form of written text in reading comprehension, such as advertisements, magazines, newspapers, piece of news; these parts are printed in written form that used as a material in teaching learning of English for instance reading text. In order to get information, reader needs to have reading comprehension ability. Reading comprehension is considered as skill in reading, without it reader cannot get the information either implicit or explicit messages. According to Hafner (1974: 117) explains that, there are two factors which influence these are, Intelligence and the background knowledge. Intelligence is the first factor and the main factor of reader's capability in reading comprehension. The second factor is background knowledge of

reader. If the reader has well sufficient background knowledge about the theme of the text he or she is going to read, it will help him or her a lot in comprehending the text.

In general, students of junior high school do their task by reading as fast as they can until they find words that they do not know the meaning. They will skip the words and move to the other sentences or jump to the other text, when they do not understand the content of the text. In fact, student needs to get information in order to comprehend the text that they read. Student who does not read comprehensive will influence their achievement of getting information and will get low scores as an outcome in learning.

The research will be conducted at MTS Al-Ikhlas, Pandan Tenggang, Batu Jangkih, and South west Praya of central Lombok in academic year 2021/2022. It is found some problems in English teaching learning process, especially in students reading comprehension. Most of students in this school were not low in reading comprehension ability, it showed by their pre-test scores.

Based on the problem above there are three factors that create these problems, they are English teacher, method and students. Those elements are having important effect of students' outcome in reading comprehension. English teacher (Ganim) usually is not sensitive on the students' problems in learning English subject. Teacher used preaching method in her teaching process. She gave tasks then students answered the questions it according to the text because students feel bored and uninterested of the lesson. They cannot share their opinion in learning. The other problem that makes teaching reading process was not interesting there was no feedback interaction between teacher and students. Students wanted to ask but felt shame and teacher did not have enough time to have discussion.

The researcher will be used small group discussion in teaching reading comprehension. The used of small group discussion method gives

benefits to overcome students' problems in reading comprehension through discussion the implicit information of the text that they have read and solve the difficult meaning of the text, then answer questions together. Besides that, small group discussion can decrease of students' anxiety in reading comprehension; they can share the difficulties to their friends in the same group easily. They will be more opened among them and they will help each other to read more comprehensively to get the main information of the text up to the end of task. Through class discussion, it is engaging students in such discussion promote active engagement in constructing meaning from a text.

The researcher will elaborate more deeply about the used the small group discussion in teaching students in reading comprehension that can be implemented in junior high school literature therefore, that is the reason why the writer conducted this research which entitled "Teaching reading comprehension by using small group discussion at MTS Al-Ikhlas" in academic year 2021/2022.

## 2. Research Method

The method that used of using small group discussion to teach the students in reading comprehension is Classroom action research. It is used on how to the teachers organize a classroom in applying teaching and learning. Atmono (2009:1) states that classroom Action Research is a form of research that is reflective to perform certain actions in order to improve and enhance the classroom learning practices in a more professional. Through Classroom Action Research English teachers can improve the quality of their instructional performance by developing innovative instructional strategies in classroom problem. Borgia (in Latief, 2011: 144-155) states as follows: Classroom Action Research is an effective media in improving the quality of English teachers' performance in instruction as well as students' achievement in learning English

in classroom. In Classroom Action Research, English teacher assess the effectiveness of their own teaching activities of their own teaching activities and plan the improvement based on the result of the assessment. The results are innovations in English instructions.

#### a. Population and Sample

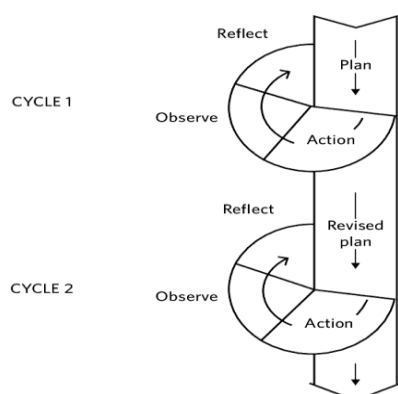
The study will conduct at MTS Al-Ikhlâs. The subject of this study second grades at this class consist of 8 students they are 5 male and 3 female, in academic years 2021/2022.

#### b. Instruments

The following step is taken from Kemmis and Taggart (in Latief, 2011:34) model of action research. This study will conduct through: Preliminary observation (Reconnaissance), planning, implementing,

Observing and reflecting. Every procedure in this study that conducts through: Preliminary observation (Reconnaissance), planning, implementing, observing, and reflecting described in below:

Figure 1. Classroom Action Research Model  
Adapted from Kemmis and Taggart



#### c. Preliminary Observation

Reconnaissance is a preliminary observation that is important to do to get any information about the real condition of the class including the teacher technique used in process of teaching and learning, the students' problems and their performances in learning and also activities in reading class. In this case there are some

problems in teaching learning process, especially in students reading comprehension.

#### d. Planning

Latief (2012:148) Planning is a step to prepare the classroom instructional strategy to be developed in the study to solve the instructional problem. It refers to a good preparation done before doing the action (implementation). Planning is made on the basis of the analyzed of "practical problems" found in the preliminary observation (Reconnaissance).

After doing preliminary study, the researcher proposed solution for solving the problem occurred during the teaching and learning process by doing some planning activity on during July, 2021. The study was done by employ the use of discussion group to teaching the student's ability in reading comprehension. Then the researcher consults with the collaborative to discuss the planning to improve the students' ability in reading mastery and students' needs. Some activities included in planning are socializing the research program to the setting of the study, providing a suitable strategy which is going to apply (modify), designing a lesson plan for English class especially for reading, and preparing criteria success as well as researcher instrument.

In this research, the researcher asked one the English teacher of MTS Al- Ikhlâs to be a collaborative teacher to apply the use of small group discussion in the reading class. The purpose of collaborative between are to create a good condition of the class and handle the class

#### e. Designed a Lesson Plan

After presenting the strategy, the next step activity is developing the lesson plan. Lesson plan is a scenario or plan of teaching in writing form is arranged by teacher based on time allotment with a few meetings, before teaching is done or applied. During May until June, 2022 the researcher arranged lesson plan to teaching and consult to the English teacher as a collaborator. In the lesson plan cover: (a) course identity: It

consist of name of school, subjects, level, time allotment, (b) instructional objectives: are the learning outcomes from the lesson which the students learn, (c) procedures of teaching and learning employing the developed strategy (the scenario of teaching): there are number of items which are planned to do in the process of teaching, (d) instructional material and media: it covers about material, media and sources that are used in teaching, (e) Evaluation or Assessment: contains a description of the assessment to measure the students' comprehending reading skill.

**f. Preparing the Criteria of Success**

The action is considered run successfully if 75% of the students get score 75 for reading comprehension test. Scoring was line with the criterion referenced scoring is used by MTS Al – Ikhlas. Implementing the criteria of success, this study will emphasis on the teaching and learning process while the research is running and the score of the students paper works given by the teacher during the action of the research.

**g. Implementing**

In this step the researcher and the collaborator will work in collaboration to implement the use of small group discussion that had been planned before and observe the activities carried out in the classroom. This study in each cycle will conduct in the three meetings. For the more explanation of the activity in each meeting can be seen in Table 3.2. If the first cycle success, so this research will be stop and make a report. But if not success in the first cycle, the second cycle will be continuing.

**h. Observing**

Observing is the process of collecting data indicating the success of the strategy in solving the classroom problems (Latief, 2012:149). Observing was done after the planning and the acting phase. It was done during the action research in the classroom. That was happening in the teaching and learning activity in conducting an accurate observation the observing focused

on the activity doing by researcher and the student during the teaching and learning process. It is including the interaction between the teacher and the students, the way the teacher explain material, and the way she answered the students' questions. So, everything that happens during process of teaching learning will note. To collect requires data, some various instruments use as follows:

**a. Observation**

The researcher uses observation checklist to collect data during the instruction process. The observation will check by the collaborator which is always joining to the class while the teaching and learning process happening. The observation checklist contains about the researcher and the students activities when pre-reading, whilst-reading and post-reading during the implementation of use small group discussion in the classroom. It has a list of possible options or answers from which the collaborator must choose. The options are "Yes" and "No".

**b. Test**

The test is needed to know how the student achievements" in English when teaching with use small group discussion applying to teach reading. There were two kinds of test in this study that were pre-test and post-test. The test is making by the researcher and the English teacher. The tests were used to measure the student's achievement on reading.

**c. Interview**

Interview was used to know the information and the real condition in the teaching and learning of reading process. In this step, the researcher interviewed the English teacher of the school to know her responses about teaching reading by using (small group discussion) method, and to know the students' reading comprehension. From interviewing the English teacher, the researcher knew that the teacher of the school has never used this method, and the students have low comprehending reading

ability. In addition, the researcher also interviewed the students. From interviewing the students, most of them difficult to understand of reading text because they often just read without understanding the text.

#### **d. Reflection and Data Analysis**

Reflection and data analysis is the last step that doing in this research, for the explanation about reflection and data analysis, following the explanation below:

#### **e. Reflection**

Reflection is the activity after observation phase; it is the stage where the analysis of what has been implemented and observed in order to know how far the strategy can solve the problem is done. The reflection basic is the criteria of success. Latief (2011:152) "Reflection is the process of analyzing data to determine how far the data collected have shown the success of the strategy in solving the problem". Reflection was final phase of a cycle. The reflection aims to reflect and so review the result of the observing phase. In this phase, based on the criteria of success the researcher could find out whether is solve or not, and whether there were new problem appear during the acting phase the researcher can make the decision, what is the researcher stop or continue with the next cycle.

### **3. Data and Discussion**

Data analysis is an important aspect of reflexivity of action research. The whole point of action research is that analyzing the data, interpreting it and developing theories about what it means are constantly feed back into practice. The Researcher analyzed all data collected from the action and then reports the findings. Data gained from the tests is analyzed and reported descriptively. While the data collected from the teacher and the students' observations and tests reported in the form of table in order to make it easier to compare students' reading comprehension before and

after the implementation of small group discussion.

### **Discussion**

#### **Cycle I**

In this cycle, the researcher did four phases namely planning, action, observation and reflecting.

#### **Planning**

This part, the researcher did some activities as follows:

1. Prepared the set of teaching and learning instrument.
2. Prepared the material in which is needed in teaching and learning process.
3. Prepared the observation sheet and the instrument used in action phase.

#### **Acting**

In this phase, the researcher executed according to all planning phase that had been made up. The researcher also did some steps related to learning process.

#### **Observing**

In this phase, the teacher observed the teaching and learning process using observation checklist. He also made a summary of the result of test performed on the first cycle to make easier in reflection.

#### **Reflecting**

In this phase, the researcher examined and analyzed the result of action as the reference for further action. Also, he determined a solution of the first cycle result to improve and revise about the weakness that was poured in the next planning action.

#### **Cycle II**

#### **Planning**

In this activity the researcher learned the reflection in the first cycle which can revised and improved in the second cycle and the activities that were prepared are essentially the same as the first cycle but it differed from the materials or sub concepts to teach.

### Acting

The steps that were done on action phase were essentially the same as cycle I but it needed more controlling towards what had been designed.

### Observing

The activities were done by overall analysis and the procedures were the same as the first cycle.

### Reflecting

As what had been done in the second cycle, the result of the second cycle showed successful learning, so the researcher stopped the action.

|                |          |          |                  |      |     |
|----------------|----------|----------|------------------|------|-----|
| 7.             | J        | 3        | 3                | 5    | 55  |
| 8.             | MA       | 3        | 6                | 2    | 55  |
| 9.             | ML       | 6        | 3                | 2    | 55  |
| 10.            | MPA      | 3        | 3                | 2    | 55  |
| 11.            | NA       | 4        | 4                | 6    | 70  |
| 12.            | PDA      | 6        | 4                | 2    | 55  |
| 13.            | PS       | 3        | 3                | 5    | 55  |
| 14.            | R        | 2        | 3                | 5    | 50  |
| 15.            | RA       | 5        | 3                | 2    | 50  |
| 16.            | ST<br>ZR | 2        | 3                | 5    | 50  |
| The Mean Score |          | 3,5<br>6 | 4<br>,<br>1<br>8 | 4,06 | 955 |

### a. Data Analysis

This part the researcher describes the students' achievement data and the results of observation and reflection of each cycle, the researcher also showed the criterion of the students' assessment bellow.

Table 1. The successful or failed in criterion assessment of student score.

| No | Classification | Score     | Criterion |
|----|----------------|-----------|-----------|
| 1. | Excellent      | 9.6 – 10  | success   |
| 2. | Very good      | 8.6 – 9.5 | success   |
| 3. | Good           | 7.6 – 9.5 | success   |
| 4. | Fairly good    | 6.6 – 7.5 | success   |
| 5. | Fair           | 5.6 – 6.5 | success   |
| 6. | Poor           | 3.6 – 5.5 | Failed    |
| 7. | Very Poor      | 0 – 3.5   | Failed    |

### Cycle I

#### Data collection

The scoring is distinguished into three parts they are; vocabulary, pronunciation and Meaning. as showed in the table 1 bellow:

Table 1. Students' Score in reading Test

| No | Nama | Raw score |   |   | Final Score |
|----|------|-----------|---|---|-------------|
|    |      | V         | P | M |             |
| 1. | AA   | 4         | 6 | 6 | 80          |
| 2. | AP   | 3         | 4 | 7 | 70          |
| 3. | AS   | 3         | 6 | 4 | 65          |
| 4. | BOS  | 3         | 3 | 6 | 60          |
| 5. | IS   | 4         | 6 | 2 | 60          |
| 6. |      | 3         | 7 | 4 | 70          |

From the table above it can show the result of students when they answered the test, the scoring is distinguished into three parts they are; vocabulary pronunciation, and Meaning. In that table researcher put final score of students in did the test and the researcher use formula to found the final score.

$$FS = \frac{P}{N} \times 100$$

Where:

FS = final score of students

P = The total score of students

N = The number of students' test

From the result of the students' score show in the table above, the writer can identified the mean score of students by using the formula bellows:

Formula in analyzing the data:

$$X = \frac{\sum X}{N}$$

Where:

X = The total score of the students

$\sum x$  = The students score

N = The number of the students

(Heaton, 1975)

Notation:

$\sum x = 955$

$n = 16$

Calculation

$$X = \frac{955}{16} \\ = 59,6$$

**Table 2. Percentage of Students Score in vocabulary Score.**

| N o   | Classification | Score     | N  | Percent age |
|-------|----------------|-----------|----|-------------|
| 1.    | Excellent      | 9.6 – 10  | 0  | 0%          |
| 2.    | Very good      | 8.6 – 9.5 | 0  | 0%          |
| 3.    | Good           | 7.6 – 9.5 | 1  | 10%         |
| 4.    | Fairly good    | 6.6 – 7.5 | 2  | 15%         |
| 5.    | Fair           | 5.6 – 6.5 | 13 | 75%         |
| 6.    | Poor           | 3.6 – 5.5 | 0  | 0%          |
| 7.    | Very Poor      | 0 – 3.5   | 0  | 0%          |
| Total |                |           | 16 | 100%        |

In this part, the students who followed the test were 16 students. In this cycle, the value of the students' mean score 5.73. From the subject, there were 7 students who fulfilled the MCC (Minimum Completeness Criteria) that was  $\geq 60$ . In other word, the percentage of students' successful learning was 59.6 %, so it had not reached yet the classical successful criterion determined, because the classical successful learning of the students must be  $\geq 70\%$ . This result denoted that the successful of learning process needed to be enriched to the second cycle. The following formula was used to analyze the data of classical successful learning, as follows:

$$KB = \frac{N_i}{N} \times 100\%$$

$$KB = \frac{7}{16} \times 100\%$$

$$KB = 43.75$$

### The result of Observation

In the observation of learning process, the teacher was used check list. The activities in use of picture in increasing students' vocabulary was rather cooperative but it needed to improve because the score indicated that the average students were lack of constructive participation, quality and exact time to finish their task and

arguing their contrary opinion to the member. Also, the score of observation described that there were 56.42% of the students learned cooperative. Therefore, the activities should be enriched in the next cycle.

### Reflection

Concerning with the result of the first cycle, it pointed out that the result was still low because there were some students who did not fulfill yet the MCC (Minimum Completeness Criteria) of English subject of MTS al- ikhlas did not reached the classical completeness. It means that there would be an improvement of the second cycle to complete the curriculum standard.

### Cycle II

**Table 2. The Students' Score**

| No             | Nama | Raw score |      |      | Final Score |
|----------------|------|-----------|------|------|-------------|
|                |      | V         | P    | M    |             |
| 1.             | AA   | 4         | 6    | 7    | 80          |
| 2.             | AP   | 3         | 4    | 7    | 75          |
| 3.             | AS   | 4         | 6    | 7    | 80          |
| 4.             | BOS  | 3         | 3    | 6    | 75          |
| 5.             | IS   | 4         | 6    | 3    | 65          |
| 6.             | J    | 3         | 7    | 5    | 75          |
| 7.             | MA   | 3         | 3    | 5    | 65          |
| 8.             | ML   | 3         | 4    | 7    | 75          |
| 9.             | MPA  | 6         | 4    | 6    | 75          |
| 10.            | NA   | 3         | 3    | 3    | 65          |
| 11.            | PDA  | 4         | 4    | 6    | 75          |
| 12.            | PS   | 6         | 4    | 2    | 55          |
| 13.            | R    | 3         | 4    | 5    | 65          |
| 14.            | RA   | 4         | 6    | 7    | 80          |
| 15.            | ST   | 4         | 6    | 7    | 80          |
| 16.            | ZR   | 4         | 6    | 3    | 65          |
| The Mean Score |      | 2.44      | 3.17 | 2.48 | 1150        |

Based on the table above, it can conclude that the result was still low because there were some students who did not fulfill yet the MCC (Minimum Completeness Criteria) of English subject. But in the second table of cycle above, result of student tests are improved, not only in score of synonym & antonym, recognition and meaning but also the result in final score. It

means that there would be an improvement of the second cycle to complete the curriculum standard.

From the result of the students' score showed in the table above, the writer can identify the mean score of students by using the formula bellows:

$$X = \frac{\sum X}{N}$$

Where:

X = The total score of the students

$\sum x$  = The students score

N = The number of the students

(Heaton, 1975)

Notation:

$\sum x = 1150$

$n = 16$

Calculation

$$X = \frac{1150}{16} \\ = 71,8$$

In this cycle, the means score 71,8. The students who fulfilled the MCC (Minimum Completeness Criteria) were 10 students. From those students reached 71.42 %,so it can be said success because 71.42 % of the students got  $\geq 60$ . The following formula was used to analyze the data of classical successful learning:

$$KB = \frac{Ni}{N} \times 100\%$$

$$KB = \frac{20}{28} \times 100\%$$

$$KB = 71.42 \%$$

### The Result of Observation

Based on the result of observation on the second cycle, the use of picture in increasing students' vocabulary increased. In this cycle, the groups participate more active and participative. It can be seen from the result of observation that the score of their cooperation increased from 1605 to be 2095. It means 80.% of the students were learning cooperatively. Therefore the use of picture in increasing students' vocabulary might

be a good strategy to improve the learners' activeness in teaching and learning process.

### Reflection

In this part, the data had been gotten in the second cycle increased so significant. It can be seen from the difference between cycle I and cycle II was 18.52 % that there was an improvement of the classical completeness was, successively, 53.37 % to be 71.42 %.The result of observation also showed an improvement from 56. 42% to be 80% or the difference was 24. 20%. So the result of the second cycle pointed out that learning process using the use of picture in increasing students' vocabulary can be implemented as an alternative way to improve students' vocabulary.

### b. Discussion

The result of the study should be able to answer the problems, which had been stated in the statement of the problem of this study. The problem is how to teach the students on reading comprehension for the second year students of MTS Al-Ikhlas in aademic year 2021/2022. In this research, the researcher used classroom action research. Based on the procedure of classroom action research, this research was done for two cycles and every cycle was given the test and monitored through observation. From those cycles can be seen how far teaching and learning process and the students' achievements. In those cycles, the researcher applied classroom action research to develop students' reading comprehension. After gathering the data of students' score in writing test, the researcher needs to analyzing and discussing them. The data obtained here would be graphed based on measure of tendency. The data obtained from the observation.

### 4. Conclusion

The use of small group discussion in teaching is able to improve the students' English reading skills. It is proved that

students score at the second cycle is higher than at the first cycle; the mean score of the first cycle were 5.73 and at the second cycle were 7.48, and the curriculum standar of Minimum Completeness Criteria (MCC) at the first cycle were 53.57% it had not reached yet the classical successful criteria, because the classical successful learning must be  $\geq 60\%$  and at the second cycle were 71.42%, so it can be said succes because 71.42% of the students got  $\geq 60$ . The use of small group discussion in teaching students' reading comprehension can motivate the students to be more active and contribute positive effect to their development of learning process.

### References

- Rahmat Agus, 2017. Small Group Discussion Strategy Towards Students' Reading Comprehension of SMA Negeri 11 Bulukumba. STMIK Handayani Makassar.
- Barker, Larryl, 1987. Communication. Englewood Cliffs Jersey: Prentice Hall, Inc.
- Danielle, 2007. Reading Comprehension Strategies. New York: Lawrence Erlbaum Associates.
- Djamarah, S., Bahri, A., dan Zain. 2006. Strategi Belajar Mengajar. Jakarta: Rineka Cipta.
- Hafner. 1974. Improving Reading and Writing: an introductory corsebook. London: Routledge.
- Hanna Onyi Yusuf. Agnes Ovayioze Enesi. (2011). Teaching Reading across the Curriculum. Faculty of Education, Ahmadu Bello University, Samaru-Zaria, Nigeria.
- Hollingshead, A. B., Fulk, J., & Monge, P, 2002. Fostering Intranet Knowledge Sharing: An Integration of Transactive Memory and Public Goods Approaches. Cambridge, MA: MIT Press.
- Johnson, David. W and Roger T, 1975. Learning Together and Alone. Cooperation, Competition and Individualization. Engle Woods Cliffs: New Jersey: Prentice Hall.
- Kemmis, S., & Taggart, R. Mc. (1992). The Action Research. Planner. Victoria: Deakin University.
- Muhamad Rizwan, Cynantia Rachmijati. (2021). Teaching reading comprehension using group discussion. IKIP Siliwangi.
- Nurhadi Ningsih. (2017). Small group discussion method in teaching reading comprehension in eight grade students of smp n 3 bantul in academic year 2017/2018. English Language Education Study Program, Faculty of Teacher Training and Education, University of PGRI Yogyakarta.
- Yuni Maslina, Regina Rahmi, dan Mulyani. (2020). The use of small group discussion in teaching reading comprehension stkip bina bangsa getsempena banda aceh.