

## **THE STUDENTS' ABILITY IN COMPREHENDING PASSAGE THROUGH DISCUSSION WAY AT THE SECOND YEAR STUDENTS OF SMAN 1 KAUMAN TULUNGAGUNG IN THE EVEN SEMESTER ACADEMIC YEAR 2018/2019**

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### **Abstract**

This study is a Classroom Action Research (CAR) about comprehending the passage through discussion way to improve the students' reading skill. The population is 36 students at the second year of SMAN 1 Kauman. Instruments of the study consisted of reading test, observation check list and questionnaires. Based on the pre-test, the students' reading skill and students' motivation were still low, it was indicated that the score result was under minimum standard or the average score (70.14). Therefore, the researcher tried to apply the way of discussion in comprehending the passage to improve the reading skill. The writer found that in Cycle I the students' score average was 74.44. The next cycle (Cycle II) done by the writer to improve the strategy in teaching reading through discussion way. It was proved that the students' score average after the implementation of discussion was 80.12 . They passed and got the better score than previous result and the students' motivation was also good. It could be seen from the result of observation data which showed that 91.6% students were more active in teaching learning process through discussion way. Then the students' interest in reading comprehension through discussion way was also good. It is shown on the result of questionnaire in which there were 86.11% students interested in reading comprehension through discussion. It is concluded that the way of discussion in comprehending the passage was able to improve the students' reading skill

Keywords: comprehending, passage, discussion way

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### **INTRODUCTION**

Reading is a kind of activity in an attempt to master a certain language. Richard and Renandya (2002:273) stated that reading has special spotlight in many second or foreign language learning situations. In other words, reading becomes the main activity because it enables people to obtain the information

from variety of the texts to get pleasure, to get jobs, and to deal with some study purposes”.

Passage or text is a sequence of events or information consisting of topic, main idea and supporting sentences that each has integrated relationship. The main idea will be elaborated in detail so the reader can understand the information of text or passage easily (Burn & Joyce, 2000, p. 45). There are four language skills in English that should be mastered by students such as: listening, speaking, reading and writing. Almost all people from many countries and around the world use English in speaking, written language and reading activity. “Reading activity always involves with the activity of comprehending passage or text. Comprehending text is a process of negotiating meaning and of using social knowledge of the situation, the topic or point of information,” (Burn & Joyce, 1999, p. 14). The target of reading is to comprehend meaning of paragraphs of text in written language. As members of society, we are necessarily trained in comprehending the passage, at least in comprehending the point of the text. However, there are reasons why having knowledge how to write is not enough, and we are also interested in why we should also know how to comprehend the text very well. When we are able to comprehend the text or passage well, we can also understand more on other point information of passage. Why do the readers find some troubles to comprehend text? One major reason for a lack of understanding or confusion is the kind of textbooks. Many textbooks’ content in middle and high schools are designed to give the students as much information as possible into the textbooks without thinking the students’ comprehension capacity. This density of information may justify the cost of textbooks, but this density may be at the expense of student reading comprehension. “One solution of solving the problem is through discussion way. By using this way the students will share and discuss together to comprehend the text, “ (Burn. 2005, p. 50).

Another reason for a lack of understanding is the complexity of vocabularies related to science, social , economic etc. It can influence the students’ ability in comprehending text . They will find some troubles to understand the information of text because of the complex vocabularies. More complex texts are texts’ organization with sub-headings, bolded terms, definition, charts, graphs

added with sentence structure. This statement are commonly heard in low level of education, and they emphasize a reading comprehension problem that will connect to a student's academic achievement. Such reading comprehension problems are not limited to the low level readers, the best reader in class may have the same problems to understand the reading that a teacher assigns. This difference between student reading levels and text complexity suggests serious attention should be given to teaching and selecting reading comprehension strategies at class. Some students may not have the background knowledge or maturity to understand material written for an older audience. In addition, it is not unusual to have a student with a good capability for solving problems with reading comprehension because of his or her lack of background or previous knowledge, even with a simple text. Many students struggle trying to determine the key ideas from the details; other students have a hard time understanding what the purpose of a paragraph or chapter in the book may be. Helping students increase their reading comprehension can be a key to educational success or failure.” Good reading comprehension strategies, therefore, are not only for low level readers, but for all readers. There is always room for improving comprehension, no matter how skilled a reader a student may be. Through discussion way also helps them understand the whole information of passage, “(Hahrurrazy, 2006, p.79). It can be concluded that many students find out the difficulties to understand the point of texts or books. The choice of acceptable strategies in reading comprehension is neccessaary needed for all readers, both the low level and high level readers. One strategy for comprehending the texts or books is through discussion way. The readers help each other to obtain the point of information what they have read.

Giri (2003, p.85 ) found that ,”the use of group strategy in Small Group Discussion really helped the students. The students could share their knowledge and opinion in doing the exercises and discussing the answer to the exercises. Moreover, when the group strategy in Small Group Discussion was observed by the teacher in turns. The students were very motivated in comprehending the passage. It was an effective way to teach reading, it could increase students’ motivation to compete each other”. The students could learn from each other and

got more practice with the target language by working in small groups. They got satisfaction and confidence by putting to use what they had studied. So, each group competed to get the better mark. According to Giri, the use of group strategy in Small Group Discussionis gave the positive result to increase the students' capability in comprehending the texts. In this technique process the teacher asked the students make small group to comprehend the texts and they discussed together to obtain the point information of texts. It's really different for the result, thinking alone with sharing each other. Sharing each other is better to increase the students' spirit in understanding texts. They tried to find the point of information of texts through discussion way. It didn't load their mind for the reading comprehension.

Furthermore, Arapoff (2005, p.109) explains step-by-step guide that can help students to improve their reading comprehension: (1) Discuss Reading Comprehension. Writing a one-page handout detailing ideas about reading comprehension and why it's important can be helpful. Include ideas about subjects such as taking notes, setting goals, and asking questions. Additionally, connect the importance of improving reading comprehension to something practical and relevant to them like texting, emails, and blogs. Share these written thoughts with your learners and use the handout as a reminder throughout the school year. In this discussion strategy the students write in detail or summarize what the students read especially the point of information of text or responding some questions of texts on some pieces of paper, then connecting the results to something having relevance with them such as emails, blogs etc. (2) Practice. **Telling students that improving reading comprehension is crucial and then giving them tests that emphasize the students' memorization.** Instead, give them essay tests and ask them to write reports. The students might not be used to what appears to be subjective grading, but it's the teachers' responsibility to give information more detail on their written answers. (3) Discuss Each Assignment. Before giving each reading assignment to students, the teacher should tell the students what they have to do related to the text assignment, for example : the teacher gives the text questions and they try to respond and write down the answers in a small group through discussion way.

## **RESEARCH METHODS**

This research is the class action research is held for one month which focuses on basic competence of reading, comprehending the passage through discussion way. Before applying two cycles, the writer directly takes the result of previous reading test. The aim is that to compare the students' capability in comprehending the passage by using the conventional way with the research technique (comprehending the passage through Discussion Way). The class action research is held in two cycles to know the accurate result. The research implementation in each cycles are explained in the following steps:

### **CYCLES I (it's held in the first and second week of month)**

The activities of the work plan:

Creating learning plan, creating the material that will be given to the students and creating the assignments (work sheets)

Implementation

The writer gives the material about Reading

She gives examples how to to comprehend the passage through Discussion Way. The writer gives assignment related to reading and discussing with the students about the difficult task (dividing the member of the groups without noticing the level of the students' capability: excellent, ordinary, low) in each group. The students practiced finishing other assignments in a group, In other day the teacher gives post test. In post-test they try to finish the test individually based on some experiences got from the discussion with their friends before.

### **CYCLES II ( it's held in the third and fourth week of month )**

The activities of cycles 2 are the same as those in cycle 1. The additional is that it's done based on the result of reflection of the previous cycle. In this cycle also focuses on finishing reading tasks through Discussion Way. The writer also wants to know whether this way will make the students better to develop their skill in reading skill. In this

process the writer gives the new material by using the same method with the first cycle in teaching reading and giving some steps in finishing reading assignments through Discussion Way in more detail are as follows:

Distributing the reading material to students

Giving the revised way of comprehending passage through Discussion Way (1st) in teaching learning process, by noticing the level of students' capability. Each group must have the member having good capability and the rest ones have ordinary capability.

Asking the students to finish reading assignment in a group to share opinions each other in doing it , through Discussion Way (2nd) . Each group have both good and ordinary capability in comprehending the passage. So the discussion will run well.

Giving other reading assignment and asking the students to finish individually based on their experiences from the discussion.

Based on the result of the first cycle the writer gives additional step to handle the drawback of previous result of cycle 1 by using the great division of the member of the group: in each group must have the good or excellent leader to help the students finding the difficulties in comprehending the passage through discussion way. In this stage the writer also gives questionnaire to know the students' idea about the method, "Comprehending the passage through discussion way" whether it is liked by the students and helps them to finish the reading assignments easily. This questionnaire will show the students' interest in finishing reading assignments through the method above.

The population is the second level of SMAN 1 Kauman, especially XI IPA 2. They have learnt some English materials, such as listening, reading, structure and vocabulary in a longer time than the lower level. And the writer also consider that their English experiences give the great contribution to finish the reading

assignment so they will be able to do the assignment fluently. By mastering the materials and having the English experiences, it's hoped that they are able to comprehend the passage through Discussion Way well

The data analysis is quantitative data involving the data result of the reading tests. To get the score data related to comprehend the passage through DiscussionWay , it's taken from both (Test I) and (Test II)

#### The formula of reading test

$$\text{Score} = \text{Correct Answers} \times 5$$

#### Note

Score is obtained from total number of test (20 items) times 5

While to know the students' interest and motivation in comprehending the passage through Discussion Way to finish reading assignments, the writer distributed the questionnaire. If many students like this way, it means that DiscussionWay is a way making the students easier to finish reading assignments. Besides, it can motivate the students to enjoy reading better.

#### Given are the questionnaire forms .

1. Writing check list based on the students' motivation in the column provided

	Students' Ordinal Number.	Comprehending the passage through Discussion Way	
		Active	Passive

**2. Writing check list based on the students' interest in the column provided**

No	Name	Reading comprehension Through Discussion Way	
		LIKE	DISLIKE

**THE RESULTS**

The writer held the test twice related to reading activity. The tests were done by the students in different process but using the same method. But before doing the tests, the students were trained to finish reading assignments both in individually and in a group. The writer observed the way of the students in finishing the reading assignments through Discussion Way. To know the students' interest and motiation in comprehending the passage through Discussion Way was questionnaires.

*Table 1*

The Result of Reading Test before Research (Pre test)

The criteria of minimal graduation = 75

The result of Pre Test of Reading Test

NO	Range of Score	Total	Information
1	50-60	5	Fail
2	61-70	15	fail



3	71-80	16	Pass
4	81-90	0	pass
5	90-100	0	Pass

*MEAN: 70,14*

Note

60 = 5 students                      70 = 10 students

65= 5 students                      75= 16 students

*NOTE*

*Table 1 provides information about the result of the pre-test. The average of Pre Test was 70.14 . It's depicted that the students had low score in finishing the assignment of reading comprehension in Conventional Way. Some students in the class were not able to finish the reading comprehension test well.*

*Table 2*

The result of Reading test of cycle I

NO	Range of Score	Total	Information
1	50-60	2	Fail
2	61-70	2	fail
3	71-80	26	Pass
4	81-90	6	pass
5	90-100	0	

**MEAN: 74,44**

Note

60 = 2 students

75 = 26 students

65 = 2 students

80 = 6 students

*NOTE*

*Table 2 shows data about the result of test after the implementation of cycle 1, the students' average score was 74.44. It depicted that the students had better score in finishing the assignment of reading comprehension in Discussion Way. Some students got low score but they were able to finish the reading comprehension test well.*

*Table 3*

The result of Reading test of cycle II

NO	Range of Score	Total	Information
1	50-60	1	Fail
2	61-70	1	fail
3	71-80	20	Pass
4	81-90	9	pass
5	90-100	5	Pass

**MEAN: 80,12**

Note

60 = 1 student

80 = 9 students

65 = 1 student

85 = 9 students

75 = 11 students

90 = 5 students

**NOTE**

*Table 2 provides data about the students' average score of Cycle II 80,12. It depicted that the students had better score in finishing the assignment of reading comprehension in Discussion Way than those of the previous Cycle (Cycle I).*

**Table 5 The Result of Observation List**

	NO (1-36)	Total of Active	Total of Passive
1	1 – 5	5	0
2	6 – 10	5	0
3	11 – 15	5	0
4	16 - 20	4	1
5	21 – 25	4	1
6	26 – 30	5	0
7	31 – 36	5	1
TOTAL		33	3

**NOTE**

*Based on the result of the questionnaire above, it depicted that the students had good motivation in finishing the assignments of reading comprehension through Discussion Way. Nearly **91.6%** students in the class enjoy doing it.*

*Table 4*

The result of the questionnaire

No	Name	Reading Comprehension Through Discussion Way	
		LIKE	DISLIKE
1.	Student 1	√	
2.	Student 2		√
3.	Student 3		√
4.	Student 4		√
5.	Student 5	√	
6.	Student 6		√
7.	Student 7		√
8.	Student 8		√
9.	Student 9		√
10	Student 10		√
11	Student 11	√	
12	Student 12		√
13	Student 13		√
14	Student 14		√
15	Student 15		√
16	Student 16		√
17	Student 17	√	
18	Student 18	√	
19	Student 19		√
20	Student 20		√
21	Student 21		√
22	Student 22		√
23	Student 23		√
24	Student 24		√
25	Student 25		√
26	Student 26		√

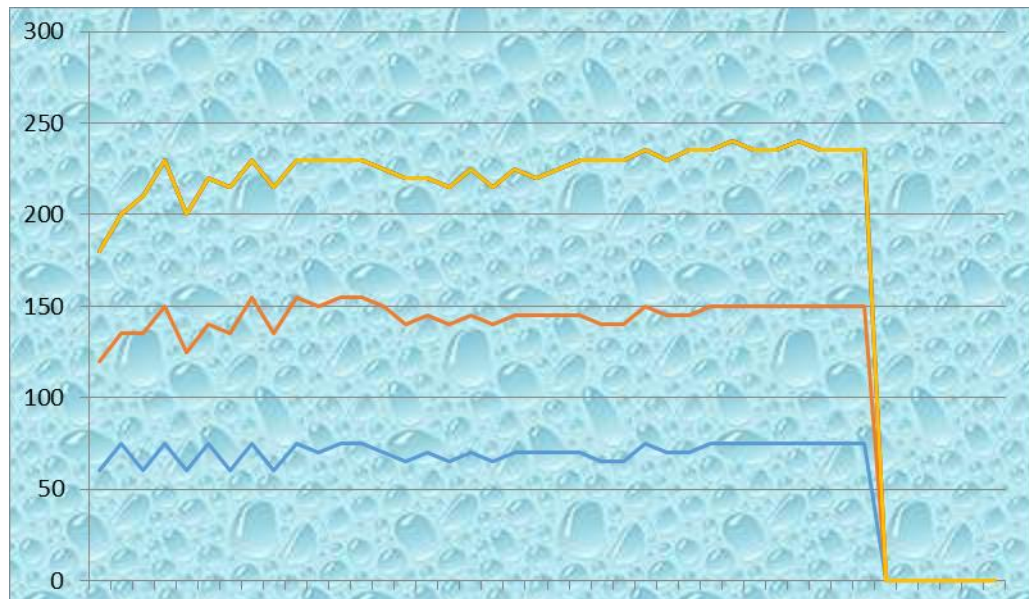
27	Student 27		√
28	Student 28		√
29	Student 29		√
30	Student 30		√
31	Student 31		√
32	Student 32		√
33	Student 33		√
34	Student 34		√
35	Student 35		√
36	Student 36		√
Writing assignment in a group			86,11%

**NOTE**

*Based on the result of the questionnaire above, it depicted that the students are interested in finishing the assignments of reading comprehension through Discussion Way. Nearly 86.11% students in the class enjoy doing it.*

The total of students in the research is 36. They have the different situations in teaching learning process, especially in learning reading. In habitual or ordinary activity they learn to understand the passage alone. Trying to grasp the content of reading information alone. Comprehending somethings that they 've read without being helped by someone else. The other chance in research or study they comprehended passage through discussion way. They looked very enthusiastic to comprehend the passage. Sharing each other if they found some difficulties to understand it. The benefit of discussion was that they were not downcast because of the complexity of passages through sharing process. From the result above it can be concluded that the students like to apply the discussion way in comprehending text. They have great spritit and add motivation in reading activity.

***The graphic showing the score of reading results of Pre-test and Post-test (cycle I, cycle II)***



**NOTE**

*The graphic shows the score of reading results of Pre-test and Post-test (cycle I , cycle II)*

*Note: blue (the score of pre-test) ; brown ( the score of post-test I); violet (the score of post test II)*

**DISCUSSION**

There are some theories that support how the students can increase their achievement in learning English, especially comprehending the passage. It's really necessary to know that reading activity needs a specific way to comprehend the content of text . One way is through Discussion Way in small group ( Arapoff, 2005 : p.109). Giri (2003, p.85) state that in reading comprehension the readers are able to read between the lines and make connections among stated ideas, make inferences, draw conclusions. All process can run successfully if it's done in groups through discussion way. All difficulties of comprehending the passages will be discussed through sharing ideas to find out the point information from each paragraph of the passages. If the situation is often trained to students, they will be

easier to grasp the text. The researcher's result data strengthen the theories. It shows that the students' achievement is increased through discussion way as a reading comprehension strategy in reading teaching process. Therefore it can be used as a good way to motivate the students to learn better and they feel enjoyable to join at class because of the new way to motivate the students to learn better. According to Burn (2005, p. 50), it is true that comprehending the passage through discussion way is able to help the students in reading activity. The way makes them to understand the passage more easily and giving great spirit to understand and grasp the text.

## **CONCLUSION**

Based on the previous discussion, the following conclusion can be drawn: Comprehending the passage through discussion way helps the students to understand the passage. This way is able to motivate the students in studying English, they do not get bored to receive the reading material. To avoid the monotonous situation in reading activity, the teacher should choose the way, through discussion as alternative in teaching learning process. Other result of teaching variation, the students will be more creative to express their ideas in reading activity by sharing opinion in discussion way. They are also able to grasp the reading material well through this process. Beside, the students will be more courageous to express the ideas in reading activity if they are often trained continuously with the way related to research.

Comprehending the passage through Discussion Way gives significant benefit toward the students' capability in Reading Comprehension Skill. Therefore the way is acceptable to use in the teaching learning process to avoid the students' boredom because of the same techniques in reading teaching learning process.

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