

Improving Students' Reading Ability of Descriptive Text by using Small Group Discussion.

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ABSTRACT

In this research, the researcher applied Small Group Discussion to overcome the problems that were faced by the students. This research was conducted in order to improve students' reading ability in descriptive text through Small Group Discussion at the seventh grades of MA Al-Hisi Ringinsari Sumbermanjing Wetan 2016-2017. In conducting this research, the researcher used Classroom Action Research (CAR) as the method of research. The researcher conducted this research in two cycles. Each cycle consisted of three meetings. The researcher used Small Group Discussion to create comfortable atmosphere during teaching and learning process of reading, and more importantly to improve the students' reading ability especially on reading descriptive text. The subject of this research was the students of seventh grade at MA Al-Hisi Ringinsari Sumbermanjing Wetan 2016-2017 on academic year especially VII IPA class. The instruments to collect the data were interview, observation checklist, and reading test. The result of the research showed that by using Small Group Discussion in teaching reading descriptive text. The researcher could improve the student's reading ability especially descriptive text. Their responses showed that they were interested to learn reading subject because they felt easier to read using Small Group Discussion.

Keywords: Reading ability, Descriptive text, Small Group Discussion.

INTRODUCTION

Reading is one of english skills which its main concern is to be able to comprehend the text. In fact, most students find some difficulties in comprehending a text when they have reading activity. Reading is a process of getting the meaning of something written or printed by interpreting its characters or symbols.¹

Elliott give definition of reading comprehension as:

Reading comprehension, which is the ultimate object in any type of reading instruction, means that a reader not only recognizes words, but understands the concepts that the words represent. Reading a text, comprehending it, and later recalling it involve complex strategies (perceptual, linguistic, and conceptual operations) than take years to develop.²

Teaching is an activity in which the teacher guides and facilitates learning, gives a chance for the learners to learn, and sets the condition for learning.³ The teacher cannot do

¹ <http://digilib.uinsby.ac.id/701/> (accessed on March 5, 2017).

² https://rustonnasution.files.wordpress.com/2012/03/ptk-07_proposal_.pdf. (accessed on March 5, 2017).

³ Lani Suryani, "Improving Student's Reading Skills By Using The Mind Map Technique At SMA N 1 Kretek in The Academic Year Of 2013/2014", Thesis. (Yogyakarta: UNY,2015), halaman 15.

those activities without any guidance. The teacher needs it to lead the students in gaining any knowledge. Also, to make the students learn, the teacher should make innovative ways, such as, unnatural orientation and unusual treatment to what is being learned.

The process of teaching and learning English has characteristics. These characteristics lead the process to be a successful process if the teacher applies them well. There are some characteristics of effective English teaching and learning.⁴ Firstly, Related to the uses of physical appearances in the class, the teacher should arrange their relationship with the students, the appropriacy of the variation of nuances in teaching and learning, the movement of the teachers and the contact happened between teacher and students. Secondly, Related to the stages happening in the class, the teachers are able to provide variety and clearly in the stages of teaching and learning. Thirdly, The class should use the variety of seating arrangements. Fourthly, The teacher always do evaluation on what happened on that day so that he or she can take a narrow step to solve the problem or to improve what had been reached.

Based on the School-Based Curriculum 2006, there are three goals of teaching English in Senior High School⁵. The three goals are to make the learners have ability of:

First, to improve communicative competence in written and oral form to reach informational literacy level. Next, to have awareness that English is important to improve nation competitive ability in global community. Finally, to develop understanding feedback of the learners between language and culture.

The pattern of reading learning is still using the traditional approach. In this case the teacher only gives a chance to some students to read or by reading in the heart and then conducted question and answer about reading. Students are not given the opportunity to get further guidance in reading. Impact, the students' reading ability is uneven and the comprehension received by students is not maximal. Then the absence of media use in the learning process. The use of media that can attract will have an impact on the increasing attention of students. This problem is reinforced by the absence of varied methods or approaches used by the teachers, so that reading learning becomes bored, the students also lack the focus to pay attention to the teacher's explanation because they feel bored.

Teaching reading in Al Hisi is taught in all majors (IPA / IPS). With reading skills is expected all students can understand the content, purpose and objectives of the material being taught. In learning English, reading is one of the skills that must be mastered by students.

The facts is show that learning comprehension reading in grade X students IPA MA Al-Hisi Ringingsari classified as still low and less attention. This problem is obtained from researcher observation. According to the researcher, the student while reading they less understood the content of the reading. This can be seen when students are asked how characterizations in the reading that have been read and told to retell the contents of the reading, but most students can not answer.

For senior high school, there are 13 kinds of reading text. They are: Narrative text, recount text, descriptive text, report text, explanation text, analytical exposition, hortatory exposition, procedure, discussion, review, anecdote, spoof, and news item.

To investigate the students mastery in reading skill in MA Al-Hisi, the researcher conducted preliminary study on grade X students IPA. The researcher found that the students reading ability was unsatisfactory. Most of the students could not achive the minimum passing criterion, which is 75. In addition, during the teaching and learning process, they

⁴ *Ibid.*

⁵ *Ibid.*

seemed still passive, the students did not understand clearly about descriptive text, how to identify the descriptive text, and they don't understand about the differences between identification and description.

The materials that students need to improve is descriptive text. It can be seen from the difficulties were due to a number of factors. Firstly, the student's reading is not comprehensible, because they can not identify kinds of the text. Secondly, they do not understand about the differences between identification and description. Thirdly, the students not realize that learning English is very important not only at school as national examination but also in the future as international language. Fourthly, the environment factors also can influence the students in mastering and in learning English. The factors can be from teacher's teaching, family, and friends. The last, the students have low motivation and are not interested in doing the text since the reading activities are not interesting. Usually, the students read a text without identify kind of the text so that it is difficult for them to understand the text and what the purpose of text.

In reference to the explanations above and the strong desire of finding the solution of these problems, it is believed that small group discussion can solve the problem. Small group discussion can improve the student's ability in understanding text, especially descriptive text.

Small group discussion is a process of learning by doing small group discussions with the aim in order to learners have the skills to solve the problems related to the subject matter and the problems faced in their daily lives. Small group also means the process of sight of two or more individuals who interact in a global manner and face each face of the goal or objective that has been given through the exchange of information, maintains or solve problems.⁶

Small group discussion is a method of learning that provides opportunities for students to learn more actively to work together in groups to achieve a set goal. In small group discussions stimulated students to explore ideas, improve understanding new things, techniques to solve the problem, encourage the development of thinking and communicating effectively, improve teamwork, and enhance and student involvement in making decision. The method conducted on several learning theories that emphasize to the students can be independent and active in learning.

By using small group discussion students able to tray their ability to communicate with others, train students to achieve students centered learning method, students able to add more knowledge and information, students able to help each other with group members, students have skill in problems solving, both related to the subject of learning and the problems faced in everyday life, train students to learn with others, because learning does not have to be with teachers, train students how to respond to others, train students how to maintain cohesiveness, learn about decision-making techniques.⁷

Considering the positive contribution of using small group discussion to solve students problem on reading skill, the writer conduct a research entitle "Improving Student's Reading Ability of Descriptive Text By Using Small Group Discussion"

This research is intended to know how the student's reading ability of descriptive text can be improved by using the small group discussion at the tenth grade of MA Al-Hisi and how to develop small group discussion srategy within improving student's reading ability of descriptive text at the tenth grade of MA Al-Hisi.

⁶ <http://sabillyz.blogspot.co.id/2016/03/metode-small-group-discussion.html>. (acsessed on March 3, 2017).

⁷ <http://.blogspot.co.id/pendidikan pintu perubahan small-group-discussion.html>.

The objective of this research is to improve the student's reading ability of descriptive text by using a small group discussion at the tenth grade of MA Al-Hisi as well as to develop small group discussion strategy in learning descriptive text.

RESEARCH METHOD

In this study the writer uses classroom research design (CAR). Classroom action research is research conducted in a classroom to find out the result of measures applied to a subject of research in the classroom.⁸

Class action research is a research activities carried out in the classroom. Because there are three words that form that understanding, then there are three items that can be explained. Firstly, research, referring to an activity observe an object by using the method and specific rules methodology to obtain data or information that is useful in improving the quality of a thing that interest and importance to researchers. Secondly, action, refers to a deliberate motion activities with a specific purpose. In a study in sets of cycle of activities for students. Finally, class, in this case is not related to the understanding of the classroom, but in a more specific sense.⁹

In this study the writer use concept of Kemmis and Mc Taggart (1988) which according to Kemmis and Mc Taggart basic concepts of action research consists of four components, namely: (1) planning (perencanaan), (2) the action (tindakan), (3) observation (observasi), and (4) reflection (refleksi).

Preliminary study of this research identified the major problem during teaching and learning activity. Preliminary study of this research aimed to know the general situation about the students' real capability especially on their reading ability. In addition, the researcher also analyzed the problems faced by the students before conducting the research.

After conducting the preliminary study, the researcher found that the students of first grade of MA Al Hisi especially X IPA class had difficulties in reading descriptive text. The first problems, the student's reading is not comprehensible, because they can not identify kinds of the text. Secondly, they do not understand about the differences between identification and description. Thirdly, the students not relize that learning English is very important not only at school as national examination but also in the future as international language. Fourthly, the students not relize that learning English is very important not only at school as national examination but also in the future as international language. Fifthly, the environment factors also can influence the students in mastering and in learning English. The factors can be from teacher's teaching, family, and friends. The last, the students have low motivation and are not interested in doing the text since the reading activities are not interesting. Usually, the students read a text without identify kind of the text so that it is difficult for them to understand the text and what the purpose of text.

The setting of this research is at MA Al-Hisi Ringinsari Sumbermanjing Wetan Malang. It is located on Jl.Sidomukti. In this school English class was held every Tuesday and every meeting was held for 90 minutes (2x45 minutes/meeting). In this study, the setting of time is on 2th, 9th, 16th, 30th of Mei ,5th and 12th of june 2017.

The subject of this research is the 10th grade students at MA Al-Hisi Ringinsari, Sumbermanjing Wetan Malang. The researcher took only one class as the sample and respondent of this research. The number of the sample consist of 14 students are chosen (X IPA) because that class is excellent class than the other classes according to the researcher.

⁸ Trianto, *Panduan Lengkap Penelitian Tindakan Kelas(Class room action research)*, cetakan I (Jakarta: Prestasi Pustaka Publisher, 2011), halaman 13.

⁹ Arikunto, *Penelitian Tindakan Kelas*, cetakan 12 (Jakarta: Bumi Aksara, 2014), halaman 2-3.

The source data from this study are all students of class X MA Al-Hisi Ringinsari, Sumbermanjing Wetan Malang which consist of 14 students there were 1 boy and 13 girl with different background.

The instrument on this study consists of observation sheet, students' questions sheet, and interview guide.

Students' question sheet is used to measure students' reading ability and to know improving student's reading ability of descriptive text by using small group discussion. In this research, researcher use multiple-choice test as test instrument.

While Observation sheet is used to collect the data to find out how the teacher performance, classroom situation, and also students' respond and motivation during the implementation of small group discussion. To measure the scale of activity of students during the learning process the researchers used a Likert scale. In answer to each item Likert scale instrument has a gradation from very positive to very negative. Sugiyono (2015: 135)

Information:

- Score 5: always
- Score 4: often
- Score 3: sometimes
- Score 2: almost never
- Score 1: never

Then the third instrument is Interview guide. This instrument is used to ask the opinion of students regarding student understanding toward the material that has been described.

For the scoring system, the researcher use scoring test from multiple choice form without correction that scoring by way of each item on the correct answer gets the value of one (depending on the weight of items), so that the total score obtained by the students is to count the number of items answered correctly. While the formula as follow:

$$Skor = \frac{B}{N} \times 100 \text{ (skala 0 - 100)}$$

B = number of items answered correctly

N = is the number of items

Examples are as follows:

At one point there were 50 test questions, Johan answered correctly 25 points, the score achieved Johan is:

$$Skor = \frac{25}{50} \times 100 = 50$$

The research procedure of this study includes two steps, namely preparation and implementation. In the first step, preparation. In this step the researcher preparing lesson plan, designing proper material, preparing small group discussion, preparing criteria of success. The last step is implementing that consist of planning, action, observation and reflection.

There are three criteria of success as the measurement of how the implementation of small group discussion helps the students to improve their reading ability, they are: (1) The students' participation during teaching and learning process. (2) The students answer on

questions. (3) The students' achievement in reading descriptive text in which if 60 that is targeted by the teacher.

The score is be gained by giving the student reading achievement test that is conducted after teaching and learning process by using small group discussion.

The Data collection techniques used in this study consists of observation, interviews, and test.

Observations in this study carried out during the learning process. Researchers studied the attitudes and the activeness of students, student responses to the materials and media used. Learning activities recorded in the observation sheet. To know the improvement of students' reading ability to understand descriptive text after implementing small group discussion.¹⁰

Then, this study used interviews to ask the opinion of students regarding student understanding toward the material that has been described. Interviews are used is a structured interview. Structured interview is an interview that his interviewer determine their own problems and the questions that will be asked.

To analysis the data, researcher use indexing descriptive analysis. Data will be analyzed using descriptive analysis. Descriptive statistical analysis was used to analyze the data in ways that describe or depict the data that has been collected as without meaning make conclusions or generalizations apply to the public. Presentation of data through charts, graphs, pie charts, pictograms, calculation mode, median, mean (measure of central tendency), the calculation of decile, percentile, the calculation of the distribution data by calculating the average and standard deviation, the percentage calculation.¹¹

Descriptive analysis serves to collect, simplify and provide descriptive data that can be easily described in terms of concentration of the data (mean, median, and mode), dissemination of data (standard deviation and variance), tables and charts (bar, pie and histogram)¹²

In this study, statistics are used to describe the learning outcomes obtained by the students during the research activities carried out in order to measure students' understanding of the material provided by using the method of small group discussion.

To analyze the data, researchers analyzed data obtained by calculating the average and percentage of completeness. The formula for calculating the average (mean) and percentage of completeness is as follows:

Mean (average)

$$X = \frac{\text{The sum all of value}}{\text{The number of}}$$

¹⁰ Sugiono, *Metode Penelitian Kualitatif, Kuantitatif, dan R&D*, cetakan 22 (Bandung: ALFABETA, 2015), halaman 145.

¹¹ Sugiono, *Statistika Untuk Penelitian*, Cetakan 28(Bandung: ALFABETA, 2017), halaman 29.

¹² Abdurrahman, *Statistik Pendidikan Menggunakan SPSS*, cetakan I (Yogyakarta: UDARSH, 2015), halaman 1.

RESEARCH FINDING AND DISCUSSION

Research Finding

This research was conducted into two cycles in which for every cycle consisted of three meetings. Each cycle consisted of planning, implementing the action, observing, and reflecting.

The preliminary study was conducted on Tuesday, 25th April 2017. In this preliminary study, the researcher observed the attitude of the students and the researcher during teaching and learning process in the classroom.

Based on the test that given to the student and interview between the researcher and the teacher. The researcher found that the students got difficulties on learning reading skill especially reading descriptive text. The researcher found that the students reading ability was unsatisfactory. Most of the students could not achieve the minimum passing criterion, which is 75. In addition, during the teaching and learning process, they seemed still passive, the students did not understand clearly about descriptive text, how to identify the descriptive text, and they don't understand about the differences between identification and description. The researcher gave explanation and exercises. The students often did some mistakes with the lack of knowledge differences between identification and description. The score of students was under the Minimum Mastery Criterion (KKM). The score of Minimum Mastery Criterion is 75. But the researcher's criteria of success is 60.

Interview script

P : Peneliti

G: Bu Puji (Guru Mapel B. Inggris).

P : Bu, tadi ketika observasi kelihatannya siswa masih banyak yang belum bisa mengerjakan soal reading descriptive ya bu?

G : Ya begitulah.

P : Dari hasil observasi tadi siswa tidak bisa mengidentifikasi jenis teks, tidak bisa membedakan antara deskripsi dan identifikasi dalam teks descriptive.

G : iya memang mbak, mereka hanya membacanya saja tanpa tau apa jenis teks nya, jadi mereka kesulitan.

P : kalau kamus bu, Siswa memang tidak punya kamus atau bagaimana bu?

G : Sebagian besar mereka punya kamus. Cuma kamus yang 1 miliar itu dan mereka seringnya tidak membawanya ke sekolah dengan alasan lupa atau berat yang mau bawa. Sudah di ingatkan berkali-kali

P : Kalau di perpustakaan menyediakan kamus tidak, bu?

G : Jangankan kamus mbak, perpustakaan ada disini masih belum ada. Pihak sekolah masih mengupayakan adanya perpustakaan untuk menunjang belajar dan pembelajaran.

P : lalu bagaimana upaya guru untuk meningkatkan pembelajaran dengan keterbatasan fasilitas ini.

G : ya kami sebagai guru sedikit kesulitan memang mbak, dengan keterbatasan ini kami memanfaatkan media yang ada saja.

P : kalau siswa nya sendiri semangat tapi bu ya?

G : kalau siswanya ada yang semangat ada juga yang ngantuk, bercanda dengan temannya dll. Ya begitulah siswa sekolah

	pedesaan mbak masih kurang dukungan tidak hanya dari guru tapi juga dari orangtua dan lingkungannya.
P	: baik lah kalau begitu, saya rasa cukup bu. Terimakasih atas waktunya dan maaf mengganggu.
G	: oh iya mbak ndak apa-apa. Sama- sama.

After doing observation, the researcher got that the learning process especially in reading descriptive text was still low. Moreover, the students have low motivation and are not interested in doing the text since the reading activities are not interesting. Usually, the students read a text without identify kind of the text so that it is difficult for them to understand the text and what the purpose of text. To solve the problem, the researcher conducted the implementation of small group discussion as the strategy to improve the students' reading ability.

Small group discussion is a method of learning that provides opportunities for students to learn more actively to work together in groups to achieve a set goal. The implementation of Small Group Discussion are the researcher divided class into small groups (maximum consist of 5-6 students) but in this research, the researcher divided class into 4 groups that consist of 3-4 students. Then, the researcher provide a matter of study appropriate with the Competency Standart (SK) and Basic Competence (KD). Next, the researcher instruct each group to discuss the matter and the answers to the following questions. Then, the researcher ensure that each group participates actively in discussion. Next, the researcher instruct each group through designated spokes persons to present the result of the discussion.

In general the principles to be considered in active learning strategies derived from the principles of learning are first of all, Anything learned by the student, he must learn it by himself no one can do the learning activities for him. Second, each student learns according to the tempo (pace itself and each age group there is variation in learning speed). Furthermore, a student learns more whenever each step makes learning more meaningful overall. Finally, if the student is given the responsibility to learn by himself, then he is more motivated to learn, he will learn and remember better.

Because of the positive contribution of using Small Group Discussion and strong desire of finding the solution to solve the problems, the researcher believed that Small Group Discussion can solve the problem and also can improve the student's reading ability in understanding text, especially descriptive text.

1. Cycle 1

Cycle 1 was conducted from 2th, 9th, 16th of Mei 2017. There were three meetings in Cycle 1 and there were several phases namely planning, implementing the action, observing, and reflecting.

a. Planning

To provide good teaching and learning activities during the implementation of small group discussion, the researcher prepared lesson plan. The lesson plan included the students' and teacher's activities.

The researcher got the material from some relevant books that is student's worksheet (LKS) and modul Developing English Competencies for senior high school (SMA/MA) grade X then internet sources <https://mmursyidpw.files.wordpress.com/2011/02/learning-description.pdf>. Then, the researcher designed the material that was implemented based on the students' capability and condition.

In this research, small group discussion as media helped the students read descriptive text with a topic "My mother" easily and built their motivation because in small group discussions stimulated students to explore ideas, improve understanding new things, techniques to solve the problem, encourage the development of thinking and communicating effectively, improve teamwork, and enhance and student involvement in making decision. Then the researcher also prepared instruments that were observation checklist, interview, and procedure of assessing the students' final draft.

b. Implementing the Action

The implementation of Small Group Discussion to improve the students reading ability for Cycle 1 was conducted in three meetings. Each meeting covered pre, main, and post teaching based on the lesson plan that has been prepared earlier by the researcher. In conducting this research, the researcher acted as the teacher.

Meeting 1

The first meeting of cycle one was conducted on Tuesday, 2th May 2017 from 07.00 p.m. to 08.30 p.m. Based on the lesson plan, the researcher taught descriptive text for 2x45 minutes. The activities of this meeting were carried out as follows:

Teaching and learning activity in the classroom was started by opening activities (Pre Teaching). Such as, greeting the students and praying together. After praying, the researcher giving motivation to the students. Then the researcher checked the students' attendance list. The next activity was leading the students to the material that would be taught by giving some questions related to the material. For example, "Do you have a favorite person?", "Who is he/she?", and many more.

On main teaching, the researcher gave the example of descriptive text then explained about descriptive text and its generic structure. Then the students were divided into small group discussion. This activity the students divide into small group consist of 3-4 student, the researcher provide a matter to be discussed by each group and present the result of their discussion. Next, the researcher instruct each group to discuss the matter and the answers to the following questions. Then, the researcher ensure that each group participates actively in discussion. Next, the researcher instruct each group through designated spokes persons to present the result of the discussion. This activity helped the students to construct the idea. Therefore, the students were able to analyze the characteristics of the example based on discussion together.

In post teaching, the researcher led the students to summarize today's material. In order to strengthen the material given, the researcher asked the students to practice reading about descriptive text at home.

Meeting 2

This meeting was conducted on Tuesday, 9th May 2017 from 07.00 p.m. to 08.30 p.m. In pre teaching, the researcher greeted the students then the following activity was praying led by the captain of the class then continued with giving students motivation. Then checking the students' attendance list. Before going to the next activity, the researcher led the students to review the previous material about simple present tense. Then led the students to read and comprehend the material that would be discussed that was descriptive text by asking the students some questions such as "How is your mother/father?", "What is he/she?", and many more.

Main teaching focused on explaining descriptive text with a topic “My mother”. In addition, the researcher also explained simple present tense and possessive pronoun. Then, the researcher explained Small Group Discussion and how to read their work by using Small Group Discussion. The researcher divided the students into groups that consisted of 3-4 students. Then the researcher gave them material about descriptive text. Each group should read and comprehend the material related the topic such as identification and description. After discussing about material the researcher asking the students to answers the following questions. Before asking the students to submit their final draft, the researcher asked the students to re-read it and present the result.

In post teaching, the researcher helped the students to conclude the material that had been taught in this meeting. Then the researcher motivated the students to study harder and practice reading more at home. Finally, to close the class, the researcher saying leave taking to the students.

Meeting 3

This meeting was conducted on Tuesday, 16th of May 2017 from 07.00 p.m. to 08.30 p.m. Pre-teaching was started with the researcher’s greeting and asking the students to pray that was led by the captain of the class then continued with checking students’ attendance list by the researcher.

In main teaching, the researcher led the students to review the previous material by giving some questions and gave their previous final draft that had been corrected by the researcher. The researcher also gave them chance to clarify their corrected draft.

Then, the researcher explain material about descriptive text and example with tittle “My Little Brother”. Then the researcher dividing class into small group and gave them a draft to discuss by each group. This activity the students divide into small group consist of 3-4 student, the researcher provide a matter to be discussed by each group and present the result of their discussion. Next, the researcher instruct each group to discuss the matter and the answer to the following questions. Then, the researcher ensure that each group participates actively in discussion. Next, the researcher instruct each group through designated spokes persons to present the result of the discussion. The researcher led the students to read and comprehend the draft. Before asking the students to submit their final draft, the researcher asked the students to re-read it and present the result.

For post teaching the researcher asked the students to re-read and submit their final draft. To close the activity, the researcher motivated the students to study more at home then said good-bye.

c. Observing

In this section, the researcher collaborated with Mrs. Siti Djuwarya as the classroom advisor on observing the students’ activities and the researcher’s activities during teaching and learning activities in the classroom. The resercher also gave interview to the student.

1) Observing the Teaching and Learning Process

In the first meeting, the researcher introduced descriptive text and Small Group Dscussion as the way to comprehend reading in interesting way to the students. In this meeting, the researcher explained the steps in implementing Small Group Discussion. Small group discussion is a method of learning that provides opportunities for students to learn more actively to work together in groups to achieve a set goal. The implementation of Small Group Discussion are the researcher divided class into small groups (maximum consist of 5-6 students) but in this research, the researcher divided class into 4 groups that consist of 3-4

students. Then, the researcher provide a matter of study appropriate with the Competency Standart (SK) and Basic Competence (KD). Next, the researcher instruct each group to discuss the matter and the answers to the following questions. Then, the researcher ensure that each group participates actively in discussion. Next, the researcher instruct each group through designated spokes persons to present the result of the discussion.

The students looked so interested and motivated with the new technique in teaching reading but were still confused because they never knew this method yet. During teaching and learning process through Small Geroup Discussion, most of the students paid more attention to the researcher's explanation. Although some of them also did not pay attention by having chitchat with their friends, the researcher was able to handle the class.

In the second meeting, the researcher explained descriptive text again then implemented Small Group Discussion. Previously, the researcher led the students to review previous material and added the use of simple present tense because the students did not understand the use of to be and possessive pronoun. In that activity, the students were very enthusiast. Some students were cooperative to discuss with their group. Some students also began to be active by asking some questions to the researcher. Although some of students still felt difficult to differentiate between identification and description.

To conduct reading achievement test the researcher also gave them a draft with the following questions to discuss and answer by each group. Then, before submit the final draft the student present their result. In this activity, the students looked very serious to do their assignment.

In the last meeting of Cycle 1, the researcher continued explain the material about descriptive text. To conduct reading achievement test by asking the students to comprehend descriptive text with the following questions. Then, before submit the final draft the student present their result. In this activity, the students looked very serious to do their assignment.

Beside conducting reading achievement test, the researcher also conducting student's respond during teaching and learning process in last meeting of first cycle. During teaching and learning process in last meeting of first cycle the students given positive respond, the students looked so interested and motivated with the new technique in teaching reading. Although the students were still confused because that was new experience for them.

2) Observing the Result of the Students' Reading

Based on the result of the students' previous score of reading before implementing small group discussion, the average score was 53 and the reading achievement test after implementing small group discussion was 47,9. It could be concluded that the students' reading ability improved regarding to their previous score before reading by using Small Group Discussion. From the students' final draft in Cycle 1, the researcher found that the students got difficulties as follows:

1. The students did not fully understand about generic structure, the tense and the use of personal pronoun when they read descriptive text.
2. The students can not identify the text.
3. They don't understand about the differences between identification and description.

Based on the difficulties that found above show that in this cycle was failed.

3) Reflection

Based on the previous observation and evaluation, the researcher and the collaborator discussed the weaknesses of Cycle 1 and revised the plan in order to avoid the same weakness for the next cycle.

There were some findings obtained from the analysis of teaching and learning result. In addition, the collaborator also helped the researcher to score the students' final draft. Based on the students' reading test of first and second meeting, there were 5 students who passed the test and there were 9 students who failed the test, and the average of their score is 47,9. Then the students' reading test of ththird meeting, there were 6 students who passed the test and there were 8 students who failed the test, and the average of their score is 53.

Result of firts and second meeting

Scale	Interval	Frequency	Precentage (%)
High	85-100		
Medium	65-84	1	7%
Low	55-64	4	28%
Very Low	40-54	6	43%

Result of third meeting

Scale	Interval	Frequency	Precentage (%)
High	85-100		
Medium	65-84	2	14%
Low	55-64	4	28%
Very Low	40-54	8	57%

The students' reading score did not fulfill the criteria of success that have been targeted. Therefore, the researcher decided to continue to the next cycle by revising the lesson plan.

After the researcher implemented Small Group Discussion to help the students to read descriptive text, the researcher found that this research was not successful yet. It was due to the number of students who passed the test that did not fulfill the criteria of success.

Beside conducting the students reading achievement test. The researcher also observed the students participation, the students enthusiasm, students comprehension, the students vocabulary during teaching and learning process of first cycle, teacher performance, interaction between teacher and students, and time of teaching and learning.

Students participation during teaching and learning by using small group discussion looked different with teaching and learning before implementation of small group discussion. Students participation looked advance but there some of students having chitchat with their friends or sleepy. While the students enthusiasm the students given positive respond, the students looked so interested and motivated with the new technique in teaching reading. Although the students were still confused because that was new experience for them. Then the students comprehension toward learning reading especially reding descriptive text. There were some students understand with teacher's explanation but there were still confused. Same as with the student's vocabulary, there were students that knew about vocabulary of the topic that given but there were still not knew yet.

In this cycle interaction between teacher and students looked good. Also the teacher performance, the teacher try to perform as maximal as teacher can. Then in this cycle used time appropriate as the researcher's planing.

Based on the problem stated in point 4.1.2.3.2 earlier, the researcher needed to revise the lesson plan and added some materials. In this case, the researcher explained again about the generic structure of descriptive text, the purpose and the use of personal pronoun, purpose of descriptive text. Moreover, the researcher also needed to help the students of how to comprehend the text.

2. Cycle 2

Cycle 2 was the continuation of Cycle 1. Both Cycle 1 and Cycle 2 had the same rules but different material. Cycle 2 was conducted from 30th of May ,5th and 12th of June 2017.

There were three meetings for Cycle 2 in conducting this research. There were several phases namely: re-planning, implementing the action, observing, and reflecting.

a) Revising the Plan

In order to achieve the targeted goal namely to improve the students' reading ability, the researcher revised the lesson plan as good and as easy as possible. In this activity, the researcher together with the collaborator discussed the problem in Cycle 1. Then the researcher revised the lesson plan, the media, and the instructional material.

Related to the lesson plan, the researcher used different lesson plan for each meeting as in the Cycle 1. The researcher tried to change the topic into easier one that was "My Laptop". But the researcher still used the same rules such as the first cycle. Same as the first cycle, the researcher explain about Small Group Discussion. The implementation of Small Group Discussion are the researcher divided class into small groups (maximum consist of 5-6 students) but in this research, the researcher divided class into 4 groups that consist of 3-4 students. Then, the researcher provide a matter of study appropriate with the Competency Standart (SK) and Basic Competence (KD). Next, the researcher instruct each group to discuss the matter and the answers to the following questions. Then, the researcher ensure that each group participates actively in discussion. Next, the researcher instruct each group through designated spokes persons to present the result of the discussion.

b) Implementing the Action

The implementation of Small Group Discussion to improve the students reading ability for Cycle 2 was conducted in three meetings. Each meeting covered pre, main, and post teaching based on the lesson plan that has been prepared before by the researcher.

Meeting 4

The fourth meeting of Cycle 2 was conducted on Tuesday, 30th of May 2017 from 07.00 p.m. to 08.30 p.m. Pre teaching was opened by greeting the students and asking the captain of the class to lead the prayer.

Then, the researcher guided the students to review the previous material by giving them brainstorming in the form of question about thing's characteristics.

Main teaching activity, the researcher explained descriptive text again. Then, the students were divided into groups consisting of 3-4 students. The researcher gave an example and draft in each group. The students comprehend the example and the draft then discussed in the group. After discussing, the researcher asking the students to submit their final draft, the researcher asked the students to re-read it and present the result.

Finally, the researcher led the students to summarize the material and gave them chance to ask questions related to the materials that were still not clear enough. Then, the researcher given motivation to practice reading at home and the class activities were ended by teacher saying leave taking to the students.

Meeting 5

The fifth meeting of Cycle 2 was conducted on Tuesday, 5th June 2017 from 07.00 p.m. to 08.30 p.m.

The same with previous meeting, pre teaching was opened by greeting the students and asking the captain of the class to lead the prayer. Then, the researcher led the students to review the previous material by giving them brainstorming in the form of questions about place.

Main teaching was discussing the previous material in order to strengthen the students' understanding. Additionally, the researcher also reminded the students to be more careful to comprehend reading.

Then, in the following activity, the researcher focused on the implementation of Small Group Discussion. The researcher asked the students to continue the first draft in previous meeting. Before closing this lesson, they present the final draft then submitted it.

In the end of the class, the researcher summarized about the material that was discussed. The researcher also gave motivation to the students and said leave taking to the students.

Meeting 6

The sixth meeting of Cycle 2 was conducted on Tuesday, 12th June 2017 from 07.00 p.m. to 08.30 p.m.

Pre teaching was opened by greeting the students and asking the captain of the class to lead the prayer. The researcher checked the attendance list of the students. The researcher led the students to review the previous material by giving some questions which related to the last meeting.

Therefore, the researcher returned their draft after giving feedback and comment in order to help the students to know what mistakes they had done. In this meeting, the researcher gave the students chance to ask feedback given by the researcher through teacher's note in their draft if they still had not understood discussed material yet. Then the researcher gave them example of descriptive text with the topic "My Favorite Book". The researcher explain the material then asked to each group to discuss the material and comprehend it.

Before giving the test, the researcher checked the students' understanding. After explaining the example clearly, the researcher led the students to have reading achievement test with the topic "Gua Tabuhan is a lively unique cave".

Before closing this lesson, they submitted their final draft. In the end of the class, the researcher summarized about the material that was discussed. The researcher also gave motivation to the students and said leave taking to the students.

c) Observing

In this section, the researcher and the collaborator concluded that the implementation of Small Group Discussion improved the students' activeness in ongoing teaching and learning process. Additionally, the students were also able to interact with their friend in-group. The researcher also gave interview to the students.

1. Observing the Teaching and Learning Process

In the first meeting, the researcher introduced descriptive text and Small Group Discussion in more details as the way to read in interesting way to the students. More students paid good attention on a new topic. During teaching and learning process through Small Group Discussion, most of the students paid more attention to the researcher explanation. Although some of them also did not pay attention by having chitchat with their friends, the researcher was able to handle the class.

In the second meeting, the researcher implemented Small Group Discussion, reviewed the previous material, and added the information about comprehending reading. The researcher gave enough explanation and guidance to the students in comprehend the reading. In this condition, the students were very enthusiastic. Some students also began to be active by asking some questions to the researcher.

In the last meeting of Cycle 2, the researcher conducted reading achievement test by asking the students to read descriptive text with topic “Gua Tabuhan is a lively unique cave”. In this activity, the students looked very serious to do their assignment.

2. Observing the Result of the Students’ Reading

From the students’ final draft, the researcher found that the students got difficulties in comprehending the text. Although the researcher found the students’ problem on understanding of reading, the students had better improvement in reading.

3. Reflection

Based on the teaching learning process and the result of Cycle 2, it could be seen that the students had improvement in reading skill after the implementation of Small Group Discussion. The improvement could be seen from the criteria of success that had been achieved by the students. After scoring the students final draft, the researcher compared the number of students who passed the criteria of succes in students’ previous score, the students’ reading test of fourth meeting there were 10 students who passed the test and there were 4 students who failed the test, and the average of their score is 61. Then the students’ reading test of fifth meeting, there were 9 students who passed the test and there were 5 students who failed the test, and the average of their score is 65. The last the students’ reading test of sixth meeting, there were 12 students who passed the test and there were 2 students who failed the test, and the average of their score is 69,3.

Result of fourth meeting

Scale	Interval	Frequency	Precentage (%)
High	85-100		
Medium	65-84	4	28%
Low	55-64	5	36%
Very Low	40-54	5	36%

Result of fifth meeting

Scale	Interval	Frequency	Precentage (%)
High	85-100		
Medium	65-84	8	57%

Low	55-64	1	7%
Very Low	40-54	5	36%

Result of sixth meeting

Scale	Interval	Frequency	Precentage (%)
High	85-100	1	7%
Medium	65-84	8	57%
Low	55-64	3	21%
Very Low	40-54	2	14%

Process of teaching and learning of second cycle related to the lesson plan, the researcher used different lesson plan for each meeting as in the Cycle 1. The researcher tried to change the topic into easier one that was “My Laptop”. But the researcher still used the same rules such as the first cycle. Same as the first cycle, the researcher explain about Small Group Discussion. The implementation of Small Group Discussion are the researcher divided class into small groups (maximum consist of 5-6 students) but in this research, the researcher divided class into 4 groups that consist of 3-4 students. Then, the researcher provide a matter of study appropriate with the Competency Standart (SK) and Basic Competence (KD). Next, the researcher instruct each group to discuss the matter and the answers to the following questions. Then, the researcher ensure that each group participates actively in discussion. Next, the researcher instruct each group through designated spokes persons to present the result of the discussion.

The improvement of this cycle was satisfied because the students fulfill the researchers criterion of sucess. Then the participation of the students looked more active than before. They active doing their work with their group, having no chitchat with their friends or not sleepy again.

Discussion

This part deals with the result of research findings through preliminary study, the result of Cycle 1 and Cycle 2, and the improvement the students’ ability in reading descriptive text through Small Group Discussion. It also facilitated the students to be more active in learning English subject especially reading. Moreover, the students also became more motivated to read in English interestingly.

Researcher as facilitator gives reading about decriptive text. As explained earlier that the class is divided into 4 groups, each group consists of 3-4 students. The discussion begins with the election of the group leader who will govern the course of the discussion process. In this discussion students learn to improve communication skills, practice social and democratic attitudes and cooperate with other friends to solve problems encountered.

In the matter of reading given by researchers consists of 10 questions in 2 text readings. Students will identify the type of text, its generic structure, and answer the questions contained there. After the discussion runs out, the teacher asks the group leader to present the results of their discussion then collected.

The result of preliminary study showed the students’ real condition. In which the students were less active during teaching and learning activity. The researcher taught them conventionally, so that there was only teacher centered in the classroom. Related to this, the student felt bored in the classroom, they were not active in the classroom, and they had less motivation to studying English. Moreover, when the researcher gave the pretest about descriptive text, she took the students’ score. The students’ score was low especially in

reading. The result of the students' reading score from 14 students the average students' reading score was 53.

Based on the teaching learning process, it could be seen that the students had improvement in reading skill after the implementation of Small Group Discussion. The improvement could be seen from the criteria of success that had been achieved by the students. After scoring the students final draft, the researcher compared the number of students who passed the criteria of succes in students' previous score, the students' reading test of first and second meeting, there were 5 students who passed the test and there were 9 students who failed the test, and the average of their score is 47,9. Then the students' reading test of ththird meeting, there were 6 students who passed the test and there were 8 students who failed the test, and the average of their score is 53. Next, the students' reading test of fourth meeting there were 10 students who passed the test and there were 4 students who failed the test, and the average of their score is 61. Then the students' reading test of fifth meeting, there were 9 students who passed the test and there were 5 students who failed the test, and the average of their score is 65. The last the students' reading test of sixth meeting, there were 12 students who passed the test and there were 2 students who failed the test, and the average of their score is 69,3.

The researcher conducted the implementation of Small Group Discussion during teaching and learning process in the classroom. The aim of the implementation of Small Group Discussion was to help the students to improve their ability in reading descriptive text. The aim of Small Group Discussion in order to learners have the skills to solve the problems related to the subject matter and the problems faced in their daily lives.

Additionally, the implementation of Small Group Discussion could be used to help the students to find out the solution for their common problem during learning English. Moreover, the implementation of Small Group Discussion also helped the students to improve their reading ability.

The implication of Small Group Discussion.

The research finding indicated the the process of Small Group Discussion can improve student's reading ability, it also improve student's motivation toward reading comprehension trough Small Group Discussion.

Small group discussion is a method of learning that provides opportunities for students to learn more actively to work together in groups to achieve a set goal.

Small Group Discussion Strategy had some advantages. First, it can make all learners can be active in teaching and learning activities. Second, teaches the learners to appreciate the opinions of others and work with other friends. Third, be able to train and develop social and democratic attitudes for students. Fourth, it can improve communication skills for students. Fifth, enhance the participation of learners both individually in groups and in the classroom. Finally, it can develop their knowledge, because it can exchange opinions among students both in groups and with other groups.

Then Small group Discussion also had some benefits in learning. First is the task can be solved easily because it is done together. Second is with the discussion then the various opinions submitted by group members can increase knowledge of all members of the group. Third is by answering the questions that have been given then the students are helped to better understand the material being studied and helped to make a summary so as to facilitate learning. Last is helps the students achieve learning objectives.

CONCLUSION AND SUGGESTION

Conclusion

The present study was conducted to solve the problems faced by students at the first grade of MA Al Hisi Ringissari.

The study find out that the students have difficulties on learning English especially reading skill. The student's reading is not comprehensible, because they can not identify kinds of the text. Secondly, they do not understand about the differences between identification and description. Thirdly, the students not relize that learning English is very important not only at school as national examination but also in the future as international language. Fourthly, the environment factors also can influence the students in mastering and in learning English. The factors can be from teacher's teaching, family, and friends. The last, the students have low motivation and are not interested in doing the text since the reading activities are not interesting. Usually, the students read a text without identify kind of the text so that it is difficult for them to understand the text and what the purpose of text.

The Small Group Discussion had some strengths. First, it can be active an teaching and learning activitieas. Seconds, it teaches the students appreciate the opinions of others and work with other friends. Thirds, it be able to train and develop social and democratic attitudes fo students. Fourth, it can improve communication skills for students. Fifth, it enhance the participation of learners both individually in groups and in the classroom.

The implementation of Small Group Discussion to improve the students reading ability comprised the stages: (1) Divide the class into small groups (maximum 5 students) to appoint the chairman and secretary. (2) Provide a matter of study (prepared by the teacher) appropriate with the Competency Standards (SK) and basic competence (KD). (3) Instruct each group to discuss the answers to these questions. (4) Ensure that each member participates actively in discussions. (5) Instruct each group through designated spokes persons present the results of the discussion.

According to the researcher's observation during English teaching learning activities, that the teaching learning process was monotonous. The students had difficulties to identify the kind of text, differentiate between identification and description. They often did some mistakes with the lack of knowledge in differencies between identification and description. Besides, the teacher used the old technique in teaching descriptive text which made the students felt bored and difficult to understand the material. Those conditions also influenced their score especially in reading test. Therefore, the researcher tried to help the students to find the solution for their common problems by implementing Small Group Discussion to improve their reading ability especially in reading descriptive text.

Small Group Discussions stimulated students to explore ideas, improve understanding new things, techniques to solve the problem, encourage the development of thinking and communicating effectively, improve teamwork, and enhance and student involvement in making decision. By using Small Group Discussion students able to tray their ability to communicate with others, train students to achieve students centered learning method, students able to add more knowledge and information, students able to help each other with group members, students have skill in problems solving. In addition, the implementation of Small Group Discussion is helpful for the students to comprehend reading text. They discuss the materials that have been given by the researcher. Before they submit the result of maretials, they present the result.

Based on the findings through Cycle 1 and Cycle 2, the researcher concludes that the implementation of Small Group Discussion improves the students' ability in reading descriptive text. The result of cycle 1 was not satisfying yet, because there were 9 students

passed the test and 6 students who failed the test. Yet the students' reading score did not fulfill the criteria of success. Thus, the researcher conducted the next cycle with revised plan to get more data that were valid from the students. The result of cycle 2 showed that the students' reading score improved. The score of students' reading test showed that there were 2 students who got score under 60 and 3 students who got score 60 and 9 students who got score above 60. It showed that activities during the implementation of Small Group Discussion in reading was effective because the average of all the students achieved the criteria of success.

The researcher can conclude that there is an improvement in teaching learning reading descriptive text through Small Group Discussion at the first grade of senior high school. Based on the result in this research, there was an improvement in students' reading. The score of students' reading test showed that there were 2 students who got score under 60 and 3 students who got score 60 and 9 students who got score above 60. In addition, the average score of the students' reading score was 69,3. So, almost all of the students' reading scores fulfill the criteria of success.

Suggestion

Researcher would like to make some suggestions for some agent of education to follow up the findings of this research. These suggestions were recommended for the English teacher, the other researchers, and the students as the following:

For English teachers, the researcher recommends the implementation of Small Group Discussion to improve the students' ability especially in reading. Additionally, the use of Small Group Discussion facilitates the students to be more active and enthusiastic during teaching and learning process in the classroom.

For further researchers, they are expected to use this technique to improve students' reading ability. Additionally, the result of this research can be used as additional information and reference for further researchers to conduct other research in other language skills. The researcher hopes that further researchers are more active and creative in implementing this strategy during teaching and learning process. Then, the researcher also suggests that further researchers can conduct research by using the Small Group Discussion with some changes in the term of paragraph types or different skills such as listening, speaking and writing.

For the students, The researcher hopes that the students can improve their ability in English especially for their reading ability. The students should have big motivation in learning English, because English is important in our future. The students should be serious during teaching learning process especially in English. The students must be brave to read in English. Moreover, the students should be able to apply the Small Group Discussion easily in practice reading.

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