

**THE USE OF COOPERATIVE LEARNING IN SMALL  
GROUP DISCUSSIONS IN GENRE-BASED READING CLASS  
(A CLASSROOM ACTION RESEARCH)**



**A THESIS**

In Partial Fulfillment of the Requirements  
For Master's Program in Linguistics

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**POSTGRADUATE PROGRAM  
DIPONEGORO UNIVERSITY  
SEMARANG  
2012**

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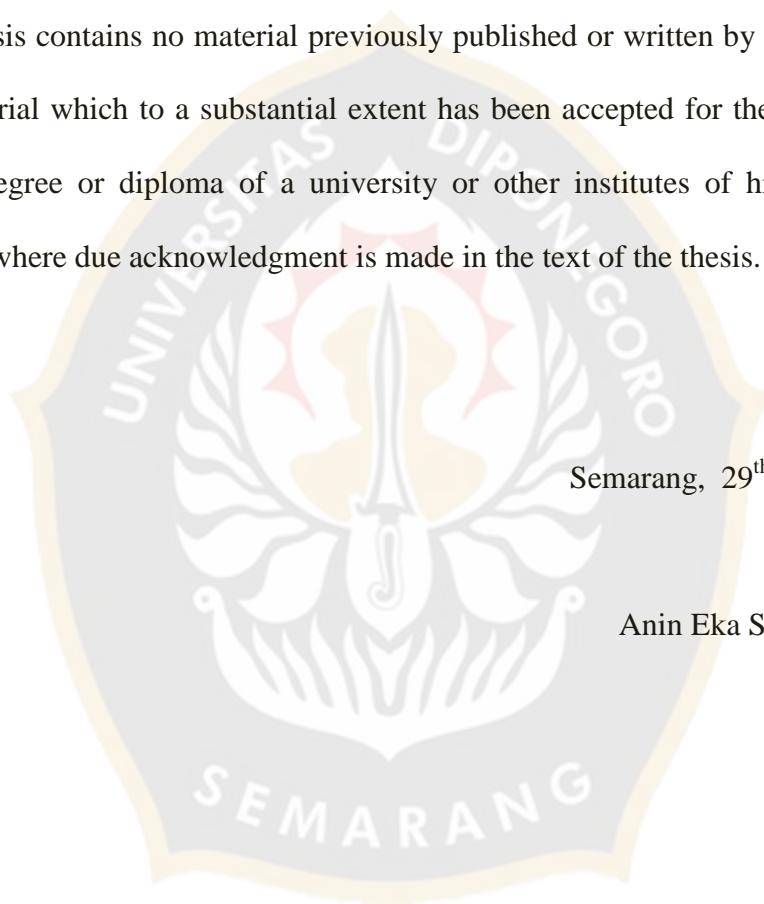
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## **CERTIFICATION OF ORIGINALITY**

I hereby declare that this thesis is definitely my own work. I am completely responsible for the content of this thesis. To the best of my knowledge and belief, this thesis contains no material previously published or written by another person or material which to a substantial extent has been accepted for the award of any other degree or diploma of a university or other institutes of higher learning, except where due acknowledgment is made in the text of the thesis.

Semarang, 29<sup>th</sup> March 2012

Anin Eka Sulistyawati



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This thesis is still far from perfect. Several corrections, comments, and criticism, are accepted for the improvements of it. Finally, the writer expects that this thesis would be useful for the further study.

Semarang, 29<sup>th</sup> March 2012

The Writer

## MOTTO AND DEDICATION

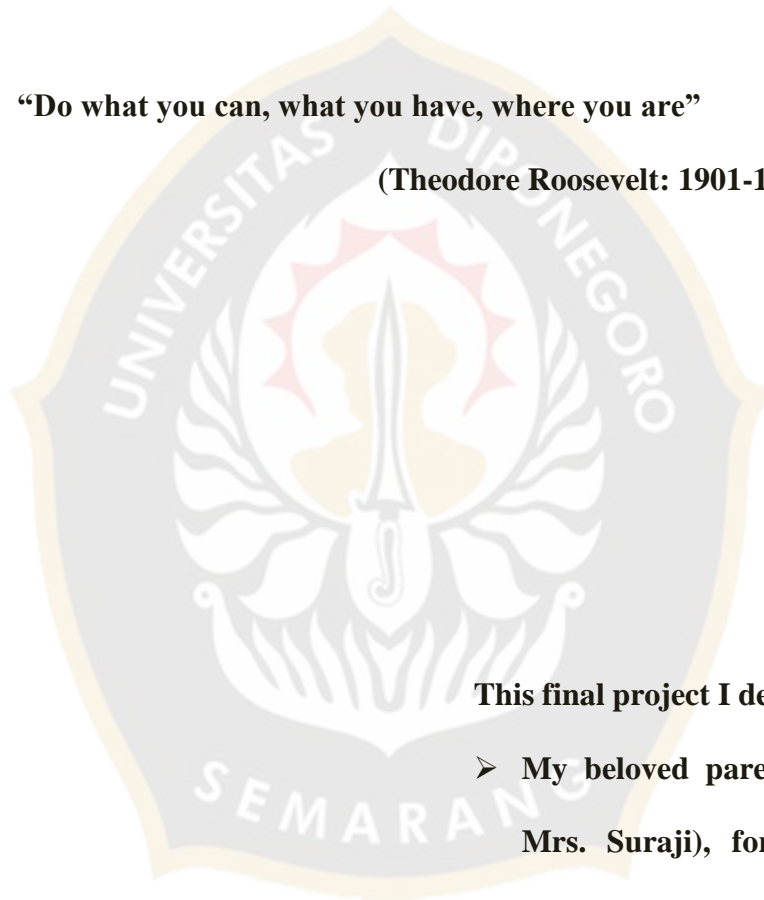
**Motto:**

**“Pessimism never won any battle.”**

**(Dwight D. Eisenhower: 1953-1961)**

**“Do what you can, what you have, where you are”**

**(Theodore Roosevelt: 1901-1909)**



**This final project I dedicated to:**

- **My beloved parents (Mr. and Mrs. Suraji), for their never ending support and attention,**
- **My little brother, Sagrita Wahyu Saputra as my ‘Ojek’**
- **My lovely fiancé, Mas Rizal, for his love and support.**

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## ABBREVIATIONS

1. AC: Academic Controversy
2. AR: Action Research
3. CAR: Classroom Action Research
4. CIRC: Cooperative Integrated Reading and Composition
5. GI: Group Investigation
6. KPA: Knowledge, Power, and Affection.
7. LT: Learning Together
8. SGD: Small Group Discussions
9. STAD: Student-Team-Achievement-Division
10. TAI: Teams-Assisted-Individualization
11. TGT: Teams-Games-Tournaments

## APPENDICES

Appendix 1: A. List of Pre-Test Scores in Pre-Cycle (Genres)

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## ABSTRACT

**Anin Eka Sulistyawati. 2012. The Use of Cooperative Learning in Small Group Discussions in Genre-Based Reading Class (A Classroom Action Research). Thesis. Linguistics Post Graduate Program. Diponegoro University Semarang. Advisor: Dr. Sugeng Purwanto, M.A.**

This research employed the small group discussions as one of the techniques in cooperative learning to improve the students' ability in Genre-Based Reading class. The subject of this research was 20 students. They were the second grade students of English Department, Teacher Training and Education Faculty at Pancasakti University Tegal. It was conducted in the even Semester of Academic year 2010/2011 starting from February until June 2011. This research belongs to the classroom action research (CAR) that purpose to improve the students' ability in Genre-Based Reading class and also enhance their interest and awareness on reading genre-texts. Two cycles were conducted here through several stages in each, they were 1). Planning, 2). Acting, 3). Observing, and 4). Reflecting (based on Kemmis 1988). The first reflection was used to monitor the weaknesses gained in the cycle 1 that would be improved in cycle 2. The data were gathered from five kinds of instruments, namely the genre-based reading tests, the questionnaire at the initial condition before treatment, the survey of genre-based reading interest and awareness, the participation in group discussion checklist, and the observation sheet.

After completing the cycles, it showed that there were some significant improvements of the students' ability in genre-based reading class as follows; the classical mean of the students' score in pre-test was only 48, rose to 68,25 in the first cycle, and became 82,5 in the second cycle. Another finding is about the students' interest and awareness that was enhanced from cycle 1 to cycle 2. It could be seen through the students' interest and awareness checklist.

**Keywords: cooperative learning, small group discussions, genre-based reading class**

## INTISARI

**Anin Eka Sulistyawati. 2012. Penggunaan Teknik Diskusi dalam Kelompok-Kelompok Kecil pada *Cooperative Learning* dalam Kelas Membaca Jenis Teks (Sebuah Penelitian Tindakan Kelas). Tesis. Program Pasca Sarjana Linguistik. Universitas Diponegoro Semarang. Pembimbing: Dr. Sugeng Purwanto, M.A.**

Penelitian ini menggunakan teknik diskusi-diskusi dalam kelompok kecil yang merupakan salah satu teknik dalam pendekatan *cooperative learning* sebagai cara untuk meningkatkan kemampuan siswa di kelas teks genre. Subyek yang diteliti dalam penelitian ini sebanyak 20 orang siswa. Mereka adalah mahasiswa semester dua Jurusan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan di Universitas Pancasakti Tegal. Penelitian ini berlangsung di semester genap pada tahun ajaran 2010/2011 yang dimulai dari bulan Februari hingga Juni 2011. Penelitian ini termasuk dalam jenis penelitian tindakan kelas (PTK) yang bertujuan untuk menaikkan kemampuan siswa dalam kelas membaca khususnya pada bahasan membaca jenis-jenis teks (genre), serta untuk mempertinggi minat dan kesadaran siswa pada kelas membaca jenis-jenis teks. Terdapat dua siklus dan beberapa tahapan dalam penelitian ini, yakni 1). Merencanakan, 2). Bertindak, 3). Mengamati, dan 4). Refleksi (diambil dari Kemmis 1988). Refleksi yang pertama digunakan sebagai alat untuk memonitor kelemahan-kelemahan yang ada dalam siklus pertama yang kemudian akan diperbaiki pada siklus selanjutnya. Sedangkan pemerolehan data diambil dari beberapa instrumen, yaitu tes-tes membaca beberapa jenis teks, daftar pertanyaan pada tahap *initial condition* atau kondisi sebelum diberi tindakan, survey mengenai minat dan kesadaran siswa pada kelas membaca beragam jenis teks, daftar partisipasi siswa selama berdiskusi dalam grup masing-masing, serta lembar pengamatan.

Setelah menyelesaikan kedua siklus tersebut, dapat diketahui bahwa ada beberapa peningkatan siswa yang cukup signifikan dalam kelas membaca teks genre, diantaranya adalah nilai rata-rata siswa yang sebelumnya hanya memperoleh 48 di tahap awal, meningkat menjadi 68,25 pada siklus pertama, dan kemudian meningkat lagi menjadi 82,5 di siklus kedua. Hasil temuan berikutnya adalah minat dan kesadaran siswa yang meningkat pada tiap-tiap siklus. Hal ini dapat dilihat berdasarkan survey mengenai minat dan kesadaran siswa pada kelas membaca beragam jenis teks.

**Kata-kata kunci: *cooperative learning*, diskusi-diskusi dalam kelompok kecil, kelas membaca beragam jenis teks.**

# CHAPTER I

## INTRODUCTION

This chapter deals with the background of the study, the purpose of the study, the scope of the study, the underlying theories, definition of key terms and the organization of writing.

### A. Background of the Study

Teaching English can be classified into two cycles, spoken cycle and written cycle. Spoken cycle consists of listening and speaking skill, whereas written cycle consists of reading and writing skills. Reading itself has an important role for language acquisition. The more students read; the better they get new information from reading. By reading, students will get a positive effect on their vocabulary knowledge, spelling, even their writing skill. Students need to read as much as possible to gain their vocabularies, to make up their ideas when they are asked to write something, and to upgrade their knowledge. It is not only the students can get many benefits from reading activity, but the lecturer can also use the reading materials to demonstrate the way to construct sentences, paragraphs, and whole texts. It will make her much easier to convey her idea to the students. And for more advanced learners, they can learn some writer's styles and even rhetoric. However, teaching English, especially in reading class, certainly has many obstacles.

Teaching English in reading class is basically not as easy as people imagine since there are some problems faced by the English lecturers. First, the students are generally confused by what they read. They feel bored when they find many new words because of their lack of the vocabulary items, moreover if it was a very long passage. A long passage often makes students give up; hence they prefer asking to their friends to trusting their own ability. Second, English is a foreign language for the Indonesian students. They seldom hear and use it in their daily communication. They just learn and practice it at school, not in their daily life. That is why it will be so difficult for them to master grammatical rules and idiomatic expressions taught. Besides, there are a lot of differences between Bahasa Indonesia structure and English structure. Third, many students, even the English Department students in Pancasakti University, have less motivation to study this new language because most of them do not love it. Some of them, even, were sent to this department by their parents. Being an English Department student is not their own purpose. Therefore, they only focus on passing the exam and graduate from their university in the right time.

In addition, the teaching Genre-Based reading in the English Education Department of Pancasakti University is still teacher oriented. The students' activity merely depends on the lecturer. When the reading lecturer is explaining the material, the students are quite passive. They do not have a strong motivation to ask the new vocabulary items, the grammatical rules, the way to pronoun some words, and the idiomatic expressions. All the things they do are only listening to their lecturer's explanation and doing the exercises given, and then the class is

over. This becomes a very serious problem both for lecturer and the students since the lecturer has a lack of creativity to teach reading. She tends to use the teaching method monotonously. The cycle of her teaching process is only giving the explanation, asking the students to do some exercises and giving homework or assignment, whereas the success of teaching reading basically should be supported by qualified lecturers, good environments, facilities, media, methods and techniques. At last, the students neither like attending to reading class nor understand the materials until they graduate.

Since the students have less motivation in studying reading comprehension, this study is an effort to overcome the students' problems in reading genres, especially descriptive, narrative, report and recount. The writer implements the cooperative learning through the small group discussion technique in teaching genre-based reading class. Cooperative learning or collaborative learning, according to Freeman (2000: 164), essentially involves students learning from each other in groups. It has benefits for students because they can learn how to work cooperatively and share information to overcome some problems which they get in reading class activities. And it exists when students work together to accomplish shared learning goals.

Furthermore, Jacobs in Freeman (2000: 164) defined cooperative learning as follows:

In cooperative learning, teachers teach students collaborative or social skills so that they can work together more effectively. Indeed, cooperation is not only a way of learning, but also a theme to be communicated about and studied.

The most important thing in conducting cooperative learning is not only about the group cooperation, but also the work together of the teacher and the students in class. There are many kinds of techniques in cooperative learning, such as small group discussions, jigsaw, STAD, group investigation, etc. Based on (<http://www.fp.education.tas.gov.au/english/smallgroup.htm>), “small group discussion is arrangement of students into small groups to participate in a range of activities to develop thinking or to complete practical tasks”. This study focuses on implementing the small group discussions as the technique in teaching-learning process in genre-based reading class.

Considering the background of the study, there are three statements of the problems arise as the followings:

1. How is cooperative learning in small group discussions implemented in Genre-Based Reading class?
2. How is cooperative learning reflected in small group discussions in Genre-Based reading class?
3. How do the students' interests and awareness in Genre-Based Reading class enhance their cooperative learning in small group discussions?

## **B. Purpose of the Study**

Relating to the research problems, this study is aimed at finding out the role of small group discussion technique in teaching genre-based reading class to improve the students' reading skill. This study is also intended to:

1. describe the implementation of small group discussions in Genre-Based Reading class.
2. find out in what extent the cooperative learning is reflected in small group discussions in Genre-Based Reading class.
3. find out whether small group discussion technique could enhance students' interests and awareness in Genre-Based Reading class.

### **C. Scope of the Study**

This study was applied in a classroom action research which used small group discussion as one of the techniques of cooperative learning in teaching genre-based reading class to the students. By using this technique, the students would have a large autonomy to be active both in group and in the class (individual). They did not only do the silent reading and answered the abundant questions, but also practiced their speaking skills on discussing the materials.

Teaching reading class has two basic levels; intensive and extensive reading. Intensive reading classes (I and II) for the second and third semester students of English Department in Pancasakti University focus on discussing the genre-based reading. This study implemented the small group discussions in Intensive Reading I, the lecturer only intended to devote on Description, Narrative, Recount and Report text.

#### **D. Definitions of Key Terms**

Several key terms used in this study such as cooperative learning, small group discussions, genres, reading process, classroom action research (CAR) in which they are defined specifically in the followings:

1. Cooperative Learning refers to an approach that makes the students work in groups or pairs to maximize their own learning. This learning approach is also known as collaborative learning. Cooperative learning could be conducted in many ways, such as in small group discussions, jigsaw, learning together, etc. It more focused on the way that teacher and students work together.
2. Small-Group Discussions means one of the techniques in cooperative learning which intends some students in small groups to participate in a range of activities to develop thinking or to complete practical tasks. By using this technique, the students are expected to be more open, active and confident to express their ideas.
3. Genres or type of texts is the basic theme taught in both Junior and Senior high school. Since the subject of this study is the English Department students from Teacher Training and Education Faculty (FKIP), they must master in Genres. It is conducted in Intensive Reading I and II.
4. Reading Process in this study refers to a process to gather some information from the text through small group discussions technique. There are three reading purposes employed in this study, they are reading to search some information, reading to skim quickly, and reading for general comprehension.

5. Classroom Action Research (CAR) is a research conducted to improve the teaching and learning process which is caused by unsatisfied outcome such as the students' low ability or achievement, students' poor interest and awareness in learning, and other problems concerning with the teaching and learning process in the classroom.

#### **E. The Organization of Writing**

The subject of this thesis, small group discussions, has a broad background which is introduced to improve students' ability in genre-based reading class.

Chapter I introduces background and the reasons for choosing the subject matter, also presents purpose of the study, scope of the study, definition of key terms and the organization of the thesis.

Chapter II discuss the literary review which consists of four main subchapters: previous studies, underlying concept and theories of cooperative learning and small group discussions, small group discussions in genre-based reading class, genres, the reading process, and theories of action research. The previous studies refers to some related researches about small group discussions. The underlying theories deals with the concept and background theories of small group discussions. Small group discussions in genre-based reading class refer to the applying of small group discussions technique in genre-based reading class. Genres discuss about this term in this research, including the definition, the characteristics and the examples of genres itself. The reading process is also

described in this chapter. The last part of this chapter talks about the theories related to the action research.

Chapter III has a sub-chapter deals with the quantitative and the qualitative data analysis. It contains the data presentation which describes the research design done in this research, research procedure, research setting, research subject, techniques of collecting data, instruments of collecting data, and validity and reliability of the instruments.

Chapter IV is about the results of the study and discussions. It describes the previous reflection, the implementation of the first learning cycle, the implementation of the second learning cycle and the results and analysis of pre-cycle, first cycle and second cycle, and the last is the summary of research findings.

Chapter V as the last chapter presents conclusions and suggestions. The conclusions are obtained from the findings of this study. Several recommendations addressed to the next researchers are for the suggestions.

## CHAPTER II

### LITERARY REVIEW

This chapter deals with some discussions; they are the previous studies, the underlying concept and theories of small group discussions, genres, small group discussions in genre-based reading class, and reading process.

#### A. Previous Studies

There were two researches used as the references for this study. The first previous study and as the primary was a journal written by the three researchers coming from University of Minnesota, they are David W. Johnson, Roger T. Johnson, and Mary Beth Stanne (1997). The title of this study is “Cooperative Learning Methods: A Meta Analysis”. Here, the researchers compared several techniques used in cooperative learning to gain the students’ ability on learning language.

The goal of that research was to find out the most effective method in cooperative learning to develop the students’ achievement in class. After doing some researches and comparing those methods, it had been found that Learning Together promoted the greatest effect among the others, as shown in Table 1 below.

**Table 1: Ranking Of Cooperative Learning Methods**

Method	Coop v Comp	N	Method	Coop v Ind	N
LT	0.85	26	LT	1.04	57
AC	0.67	19	AC	0.91	11
STAD	0.51	15	GI	0.62	1
TGT	0.48	9	TGT	0.58	5
GI	0.37	2	TAI	0.33	8
Jigsaw	0.29	9	STAD	0.29	14
TAI	0.25	7	CIRC	0.18	1
CIRC	0.18	7	Jigsaw	0.13	5

(Johnson, et al., 1997)

The cooperative learning methods may be ranked by the size of the effect they had on achievement and by the number of comparisons available. When the impact of cooperative lessons was compared with competitive learning, Learning Together (Small Group) promoted the greatest effect, followed by Constructive Controversy, STAD, TGT, Group Investigation, Jigsaw, TAI, and finally CIRC (See Abbreviation page). When the impact of cooperative lessons was compared with individualistic learning, Learning Together promoted the greatest effect, followed by Constructive Controversy, Group Investigation, TGT, TAI, STAD, Jigsaw, and CIRC. The few numbers of studies conducted on several of the methods made the effect sizes very tentative.

The second previous study was a post-graduate final project entitled “The Use of Cooperative Learning Small Group Discussions in Reading Class Activities”. This study was conducted in Semarang in 2009 by Luki Astria Sari. The objective of this research was to find out to what extent the cooperative learning using a small group discussion can improve the students’ reading skill. The population of this research was the tenth grade senior high school students. After several treatments given to the students, there was a significant progression for the students’ achievement.

#### **B. Underlying Concept and Theories of Small Group Discussions**

Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning (<http://www.co-operation.org/pages/cl.html>). However, it is not the group configuration that makes cooperative learning distinctive; the most important thing is the way that students and teacher work together. Richards cited Olsen and Kagan (2001: 192) defined cooperative learning as follows:

Cooperative learning is group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others.

Thus, the cooperative learning or also known as collaborative learning should work cooperatively among the learners in pairs or in small and large group. This approach also believes that minority students will fall behind the high achieving students in the traditional teaching learning class. In traditional teaching, the teacher fronted, focused on competition rather than cooperation, and

favored the high-achieving students. According to Johnson, Johnson, and Holubec as cited by Richards (2001: 192), cooperative learning sought to:

- a. Raise the achievement of all students, including those who are gifted or academically handicapped.

Here, teacher might not only favor the high achieving students, but also the lower ones. She combines the high and the low in the same group, not to divide them into the high-achieving group and the low-achieving group since the treatment should be conducted in the homogenous and neutral circumstances.

- b. Help the teacher build positive relationship among students.

Although there are some differences on the students' characteristics and achievements, teacher should help them to manage their group and avoid the personal problems that may be encountered.

- c. Give the students the experiences they need for healthy social, psychological, and cognitive development.

By conducting the collaborative learning, it is expected that students will be able to have good interaction and work together to solve the problems. They also learn how to get communication, express their ideas, and even do debating with other members politely.

- d. Replace the competitive organizational structure of most classrooms and schools with a team-based, high performance organizational structure. This approach does not only intend to measure the students' ability, but also their

process on finding the result. Teacher should observe the students' activity during the collaborative learning to find out their performance.

In cooperative learning, several techniques are also well-known; they are small group discussions, jigsaw, STAD, group investigation, etc. Based on ([http://en.wikipedia.org/wiki/Small-group\\_communication](http://en.wikipedia.org/wiki/Small-group_communication)), small group discussion refers to the nature of discussion that occurs in groups that are between 3 and 12 to 20 individuals.

In addition, small group discussion is arranged to encourage participation in a non threatening environment, to maximize success, to develop collegial practices, to arrive at shared understanding, to share knowledge, and also to allow for focusing in teaching. Besides, by dividing class into small group discussions, teacher can gain information about students' social skills, their ability to contribute ideas, explanations of opinions and information, and speaking and listening skills. Students' social skills here mean the daily life and surrounding of students that can influence their behavior and habit in the classroom, such as why some students feel so shy and afraid when teacher asks them to answer some questions, whereas it is not their obstacle in learning something in the classroom. The second one is the students' ability to contribute idea, explanations of opinions and information. It is clearly enough that teacher can see those actions through small group discussion. Students mostly feel insecure if they have to present their mind individually in front of the class. Although they have prepared what they actually will state to, they become speechless and afraid of making mistakes both in grammar and pronunciation. It is rather different if they have to present it in

their own group. Probably, they feel more open and comfortable with this situation. Related to the students' speaking and listening skill, it also follows the two conditions above. After having a long discussion, students will get more confident to present their group's result in front of the class because they feel secure that the rest members of their group will support and help them. If the students are able to conduct the discussions and perform the result of their discussions communicatively, it could be stated that they get success.

For measuring the success of applying small group discussion in class, teachers can use the indicators, called Knowledge, Power, and Affection (KPA) as guidance. Nagel (2001: 10) states that 'all three attributes are very important, and each interacts with other two'. In the other words, although the three attributes have the greatest impact when they work together, each one represents an idea that also holds singular prominence. Actually, the ideas that comprise KPA are not new, but still effective since it is related to group dynamics and personal motivation. The KPA needs of individuals relate to their motivation for joining and staying in group relationship, also stated in Nagel (2001: 29-32) that 'teachers may often keep goals at an explicit level, they missing the opportunity to inform and motivate students through explicit explanation of the goals being sought or request for student input about goals'. Goals, here, are for sharing the students' idea in group. There are four important goals which students achieve from discussion in small group based on Nagel, namely behavioral goals, social interaction goals, information processing goals, and personal goals.

In behavioral goals, small group discussions help students to reach sequenced, organized behavioral objectives. Here, students are expected to recall key ideas, apply rules and master skills and demonstrate their acquisition through independent performance. They also might have such a confidential condition in performing their ideas in the end of the discussions.

Meanwhile, the social interaction goals intended to expand students' ability to relate productively each other. They should rely on themselves and their group members. Small group discussions also permit students to interact and help them adapt to one another's personalities, ages, genders, characters, and culture. That is why teacher in this technique should combine the groups with the heterogeneous members, especially their ability.

Small group discussions in the information processing goals depend on strategies of information processing. In other words, it focuses on how the group members get the ideas, not about the result. It is also about how individuals speak and listen to one another makes a difference in the quality of learning. Well-handled conversations can become skilled discussion or true dialogues. There is a difference. Discussion leads to decision, so the goals of discussion must be clarified. Dialogues, on the other hand, lead to collective meaning making and shared understanding.

The last is the personal goals. In this goal, small group discussions help students to develop themselves as flexible and original through creative expression. When the goal is personal, the emphasis is on promoting better understanding of self, taking responsibility to be stronger, more creative and

sensitive. They should hold their views communicatively or debate the other members politely.

It is also possible to encourage some form of discussion in both large and small group teaching situations although this is often limited in large groups because of the physical layout of lecture halls and the number of students involved. Small group work on the other hand provides opportunities for intellectual and personal growth which cannot be achieved so easily in the standard lecture situation. Because the small group is a more personal situation, it provides opportunities for interaction between tutor or lecturer and students and among students. Such interaction can foster active learning and learning at a high conceptual level, and can help students to achieve a sense of independence and responsibility for their own learning. To optimize the work of the group, however, teachers need to be conscious of their dual roles as subject matter experts and as group managers, and to plan the group's work both in terms of the content to be covered and the strategies which will be used to achieve the learning aims of the group. Where the aim is to understand a body of knowledge and its associated methods and skills, it is easy to ignore the fact that the human dynamics of the group will invariably influence its work in achieving learning goals. The situation is much clearer in groups whose learning aims are process-centered: for instance in some aspects of professional studies such as management, law, medicine, social work or teaching where the students need to focus on group processes such as interpersonal relations, group dynamics and professional communication skills. It is not so clear in disciplines like foreign language learning, engineering, science

and mathematics where the main focus is on learning the content and methods of the discipline. Yet, even in disciplines where the content of a learning task is the central focus of group work: understanding a text, solving academic problems, writing essays, applying knowledge, and so on, basic ideas about the way in which groups function need to be considered both to optimize the work of the group and to avoid unnecessary disruption.

A central issue which runs through this discussion is that of the tutor or lecturer as the authority figure and energy source in a class and ways in which this can affect participation by group members. It is the aim of this booklet to suggest strategies for discussion management in small groups which teachers can incorporate into their work fairly easily. The first section deals with points to consider when planning a series of sessions and the essentials of preparing for specific sessions. Next we present some discussion group formats appropriate to small groups and point out their advantages and disadvantages. This is followed by an illustration of the effect of the physical environment on interaction within small groups.

There are also some strategies which can be used to enhance the work of the group by taking account of its dynamics, for example, methods for getting the group started, ways of stimulating and regulating participation, and concluding the session. Lastly we present a checklist which teachers or observers may use to monitor the group's progress and assess whether there are factors which are inhibiting the desired level of participation of students in the group. There are a variety of discussion group formats each of which have their own distinctive

features and which allow for different degrees of teacher control and student control. Several of these are described below (based on Kelly and Stafford: 1993). Each has their advantages and disadvantages.

The first one is Controlled Discussion. This technique is often used to check whether a topic is understood. It can be used in large group situations as well as in small groups. Discussion is under the control of the teacher while students ask questions or make comments or respond to questions from the teacher. If practiced at the end of a mini-lecture or video presentation, for example, the lecturer can obtain feedback quickly about how well the material has been understood. It is a limited form of discussion and does not allow for full participation.

Next is Step-by-Step Discussion. This format is appropriate for large and small groups. A topic is broken down into several segments and the lecturer alternates between presentation of subject matter and discussion periods in which students can respond to questions or make comments or ask questions. The focus of discussion may be notes, a text passage, video-tape and so on. While it makes use of opportunities for discussion in large groups, the structure and content of the discussion made not meet the needs of all group members.

While in Buzz Groups, during the course of a lecture or a discussion led by the tutor students are asked to turn to their neighbors for a few minutes to discuss problems in understanding, or to answer a prepared question, and so on. Buzz groups enable students to test out their understanding and to discuss difficulties that they might have been unwilling to reveal to the whole class. Such

groups also provide the opportunity to stimulate the group by changing the focus of attention away from the lecturer. However, the timing is important since, rather than providing a needed break in proceedings they may cause students to lose concentration.

For **Snowball Groups** many people have ever implemented this method. Buzz groups can be extended by progressively doubling the group size so that pairs join up to form fours, then fours to form eights. These larger groups finally report back to the whole group in a plenary session. This technique allows ideas to unfold gradually and allows students to think for them before bringing their ideas back to the whole group. However as the groups increase in size the nature of the discussion task may need to be changed to prevent boredom.

In **Horseshoe Groups**, the class can be organized so that attention can alternately focus on the lecturer and group discussion. Rather than students sitting in rows facing the front of the room, they sit around tables arranged in a horseshoe formation with the open end facing the front. The lecturer can talk from the front for a time before changing to a group task such as discussion or problem solving or practical work. In science and engineering courses in particular this method can be used effectively. Also the teacher can circulate easily to clear up any problems that may arise.

### **C. Genres**

The term ‘genre’ or genus or type, based on Hartono’s (2008:2), “is used to refer to particular text-types, not to traditional varieties of literature”. It is a

type or kind of text, defined in terms of its social purposes; also the level of context dealing with social purpose. Related to the view above, Martin cited in Hyland (2004: 25), says that “genre in systemic functional linguistics emphasizes the purposeful, interactive, and sequential character of different genres and the ways to treat language as systematically linked to context”. Meanwhile, Gerot and Wignell (1995: 190) said further in the followings:

The notions ‘genre’ and ‘grammar’ are closely linked. In the materials being produced about genres and their teaching, at least those written by systemic linguists, characteristics lexicogrammatical features of genres are provided. These are neither incidental nor accidental, nor optional extras. Lexicogrammatical features of various genres are integral to those genres, for it is through the lexicogrammatical choices that meaning is built up in a text.

Teaching genre in Indonesia is so popular since the government has changed the curriculum into the latest one, KTSP (Kurikulum Tingkat Satuan Pelajaran). According to this Curriculum, English subject for Junior and Senior High is based on kinds of genre (genre-based). It is influenced by systemic-functional linguistics that concerns with the use of language as a resource for communication rather than with the rules for ordering grammatical forms. It could be concluded that when someone writes something (a certain text), he also keeps interacting to the readers (other people) to achieve a certain goal, based on the genre he made. Therefore, he might express his whole idea based on the generic structure in written text. There are several features found in the discussions of genres, as mentioned below:

a. Social function.

It is a purpose or goal or aim of a genre. Every genre has its own purpose to make the readers easy to differentiate it. Some people said it is one of the characteristics of a particular genre. For example, the social function of Reports text is to describe the way things are, with reference to a range of natural, man-made and social phenomena in our environment.

b. Schematic structure.

Schematic or generic structure is the distinctive beginning-middle-end structure of a genre. A reader will be able to identify a certain genre through its structure since different genre should have different schematic structure, e.g.: in Narrative text, there are five points of generic structure, they are the orientation, evaluation, complication, resolution, and re-orientation.

c. Participants

Participants are the people, places, or even things which can be related experientially to a process without preposition. There are two kinds of participants; the general and specific participants. General participant is a participant constructed by the grammar as referring to all member of a class, such as Kangaroos, Humans, etc. Meanwhile, specific participant is a participant constructed by the grammar as having specific identifiable referent in the context, like Barrack Obama, Merapi Mountain, etc.

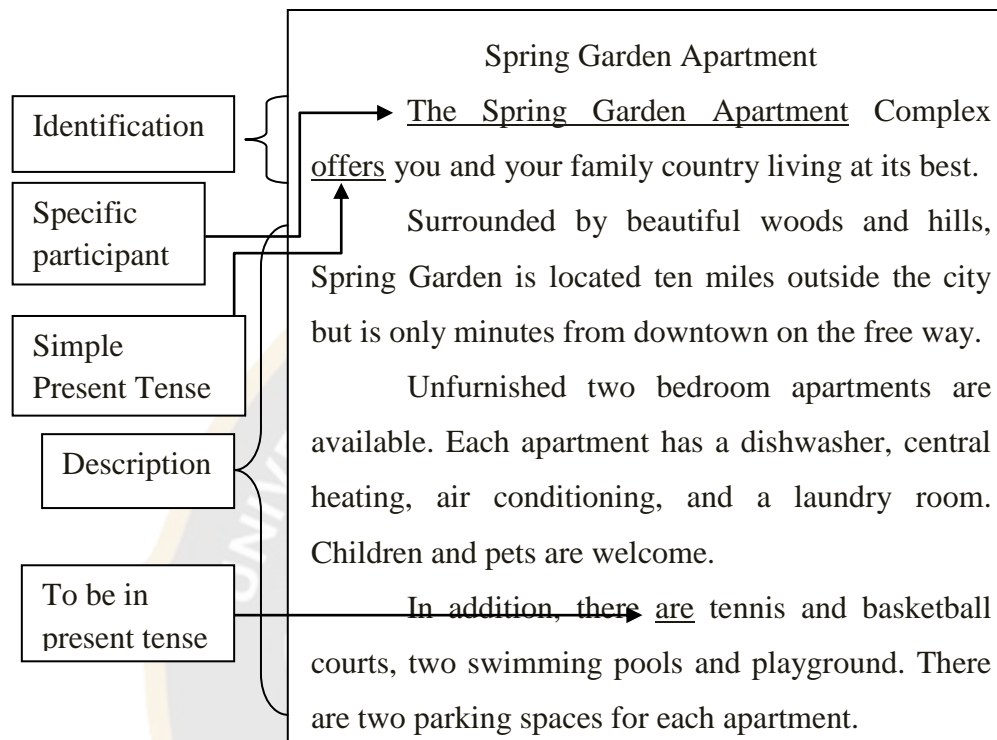
d. Lexico-grammatical features.

Some features (especially in grammar) given in a certain text to make easier to be analyzed, such as tenses, processes (material, relational, identifying, etc), and conjunctions.

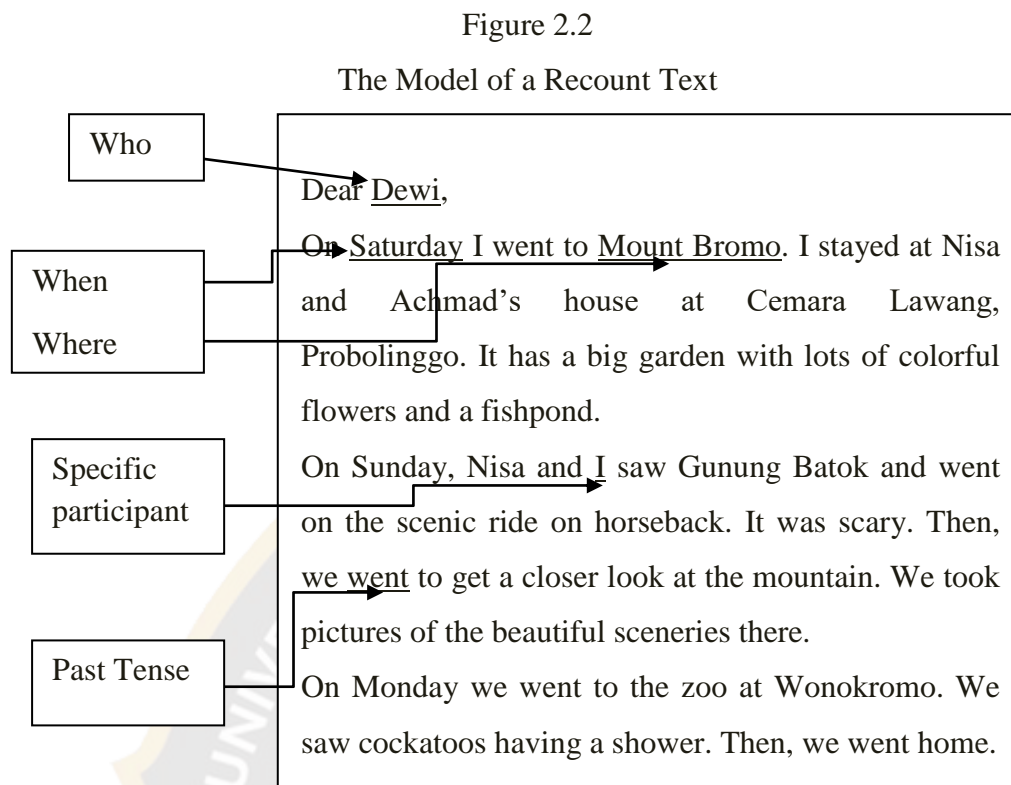
Different genres deploy the resources for meaning-making through the grammar in different ways. For example, the Description texts describe a particular or certain person, place or thing. It tends to use the simple present tense since it talks about a factual thing or a general truth. Description texts also use attributive and identifying processes, focus on specific participant (e.g.: Bono My Cat, Irfan Bachdim, Jakarta, etc.), and frequent use of classifiers in nominal groups. On the other hand, the purpose of Recounts text is to retell events for the purpose of informing or entertaining. Since the story or events happens in the past, they use the past tense. They also focus on the specific participants and temporal sequence, circumstances of time and place (across the road, at school, before evening, etc.), and use material processes. These figures below are the examples of a Description and Recount text.

Figure 2.1

## The Model of a Description Text



(Adapted from Hartono (2008: 54))



(Adapted from Hartono (2008: 10))

#### D. Small Group Discussions in Genre Based Reading Class

The further explanations below deal with the process of conducting small group discussions in a classroom. It included the roles of group discussions and the stages in group discussions.

##### 1. Roles of Group Discussions

In group discussion, it should be explained to all members about the rules and their roles in the beginning of the class, before the students conduct the discussions. Nagel (2001: 112) shows that group discussion must be:

- a. Group goals are clear; everyone knows what the group is supposed to understand or accomplish. Thus, there is no misunderstanding about what they should do in group, and also avoiding the roles distinction which probably happens when some members are quite active to express their ideas and the others are passive.
- b. The tasks to be completed are understood and roles are delineated. That is why teacher has to give such a clear instruction and make sure that all members in every group have the same perception about the task. And if is needed, teacher can remind them by repeating the instruction during the group discussions.
- c. The group membership is appropriate to the goals and tasks. There may no special group or a certain group which has high-achieving members only, but the members should be in heterogeneous one (achievement/high-low, genders, etc.).
- d. Norms for work habits and social habits are clear, with evaluation systems that include rubrics for cooperation. It is better for teacher to distribute some checklist of the students' participation during the discussions to make her easier to get the feedback and to monitor them.

In addition, Bennet and Dunne (1992: 147) as cited by Corden (2004: 145), suggest the following key roles in group of four, they are the coordinator, data gatherer, secretary and evaluator.

Those students who take place as coordinator must keep the group on task, to ensure contributions from all, to guide discussion or activity. If there is a

problem arisen, he is the person in charge who has to manage the conflict or report it to the teacher.

For data gatherer should take notes or summarizes ideas, to clarify ideas and to read aloud from some materials when appropriate. The data gatherer may decide which idea they will accept if there are two or more different ideas.

Secretary is not always girls. Recording group answer or materials to act as spoke person when reporting to the class are the secretary's jobs. She also writes down the result of the discussions and the answers.

The last is evaluator. This position must keep notes on the group process (how well individuals in the group are working together), to lead any evaluation at the end of the session. Although this position should observe the discussions, she also has an opportunity to express her idea.

However, if there is no motivation of the students, the discussions may not work. Motivation, as Harmer said (2007: 20), is a desire to achieve some goal. There are many factors that can create a students' desire to learn some new thing. The students, probably, love the subject they have attended, or maybe they are simply interested in seeing what it is like. The second statement may happen when the learners get curious of something new. It will lead them to learn direct or indirectly. Some students have a practical reason for their study, for example they want to study procedure text, especially in writing a recipe since they want to be a good chef.

Furthermore, according to Harmer (2007: 20), there are two kinds of motivation; extrinsic and intrinsic motivation. In extrinsic motivation, the students

get motivated from outside of the class. They might be influenced by several factors, such as their family, friends, society, even their idols. Meanwhile, the intrinsic motivation takes place when the students get interested in their learning because of something happens inside the class. It could be many factors, like the teacher's methods, the activities in the classroom, or even the students' awareness.

However, all that the teacher can do to sustain the students' motivation is she can only encourage them by word, offer some helps and give some guidance. Another problem might rise in conducting the group discussions when some students are lack of motivation, whereas some others are quite active. Some highly articulate students can present as many problems as those who refuse to speak at all. Though at first teachers may be pleased to have a student who is keen to interact, if the student cannot make room for others to participate the overall effect on the group is a negative one. Other students may be discouraged in the presence of someone who appears to "know so much". Although the numbers is limited, or the minority ones, the passive students' presence in the classroom is a nuisance for the teacher. The following are some ways of dealing with the passive students, based on Agoestyowati's (2010: 313): First, the teacher should make a careful preparation. It is better for him or her to make such a need analysis to find out the students' need before she conducts the lesson. There are many factors that make the minority ones being passive during the group discussions. Perhaps they get problem at home or the topic is quite hard for them, so that they do not get interested.

Next, the teacher asks these students to do something that does not require speaking. She or he should not put the passive or uncooperative students in the same group, otherwise the group discussions will not work properly. Those inactive students can still support their group by doing something that does not require speaking, such as making notes, writing down the answers, recording, or holding up a picture.

The third way is that the teacher can give them the point system. He may give those passive students some positive reinforcement. This reinforcement will lead them to be afraid of being passive. It could be conducted by giving the students some additional score if they are active, on the other hand, the passive ones will lose their points.

Another way, the teacher tries to participate in activities with the uncooperative students. She or he can give a hand to the passive members by sitting down beside them and working together. Here, the uncooperative members will not feel that they have been single out. They, even, feel more confident since teacher gives attention to them.

Fifth, the teacher may give each student in the group a different job. It has been mentioned in the previous discussion that each member should have different jobs. For example, one as the coordinator, he must keep the group on task, to ensure contributions from all, to guide discussion or activity.

The last way is teacher can leave the uncooperative students alone. If those ways above did not work, she or he may pretend that she or he did not know about their uncooperative behavior. It is like the teacher ignores them and then,

they may feel worried in the end of the lesson that they will not get any score or point.

## **2. Stages in Group Discussions**

Small group discussion consists of 4-5 students in each group to participate in a range of activities to develop thinking or to complete practical tasks. According to Harmer (2007:43), 'both pair work and group work give the students chances for greater independence'. Since the students have autonomy to keep working in group, make some cooperation with their friends in a group without teacher controlling every action, they will be more secure to express their idea and they can use their target language with no fear for making any mistakes as they could not do it in front of the lecturer. The format and organization of small group work need to be carefully conceived. Good preparation is necessary. The choice of technique must be targeted to the intended goals and topics of the meeting and whether the process is short- or long-term. The organization of the process should aim to achieve limited goals within a specified deadline. Policy-makers must be informed of the process and its goals to assist in its support. Robertson (1990: 195-196) stated that there are four stages in group discussions process:

### **a. The Orientation Stage.**

In this stage, group members find out about one another and their place in the group. They start to greet and introduce themselves to other members and make a vote on choosing the leader of their group.

b. The Norm Establishment Stage.

It is conducted where group members test one another and teacher. Test here means they will start discussing the topic with their members, even they might ask their teacher to give them some helps if it is needed. Conflict will naturally happen and this stage is as an opportunity to learn problem solving and interpersonal skill.

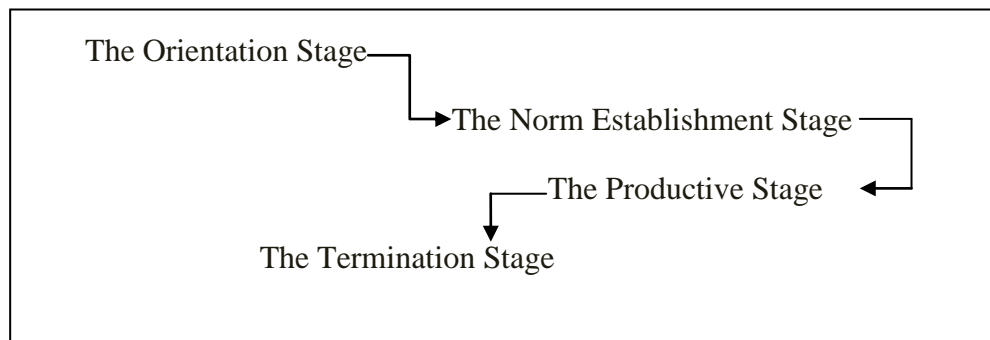
c. The productive stage.

This stage is generally the longest stage in the life of a group where group members focus both on the task and interpersonal relations. They have to decide which idea will be written as the best result. Debating some different idea may not happen in this stage any longer. Here, they focus on producing the answer in a pepper.

d. The termination stage.

This is a stage where group members look back at their experience together and deal with the problems of parting. If they still had time, they can re-check their answers together, but they might not do it when the time is over.

The figure 2.3 below describes the process of small group discussions. The first stage is the orientation stage which is used as the introduction the members in each group. Next is the norm establishment stage where the members start their discussions. While in the productive stage, they share their ideas and focus on what they read. And the last stage is the production stage where they recheck their answers and end the discussion.



Despite the Robertson's stages in conducting the small group discussions technique, there are also another stage or cycle employed in teaching-learning process in education. The cycle of teaching and learning activities, especially in genre approach consists of a number of stages. Hammond et al. (1992: 17) states that "the classroom program is based on four stages in a teaching-learning cycle". It means that the stages in a teaching-learning cycle are also based on the assumption that in order to learn how to get new information by reading, students first need to have an understanding of a familiarity with the topic they read. They also need models of the genre before they get the point of a certain genre. The students need some support and guidance from the teacher in learning how to identify and get the idea of a particular text.

Related to the view of the teaching-learning cycle, Feez and Joyce (2002:28) state that "there are four stages in teaching and learning activities". They are Building Knowledge of the Field (BKOF), Modeling of Text (MOT), Joint Construction (JC), and Independent Construction of the Text (ICT). Figure 2.4 represents the teaching-learning cycle.

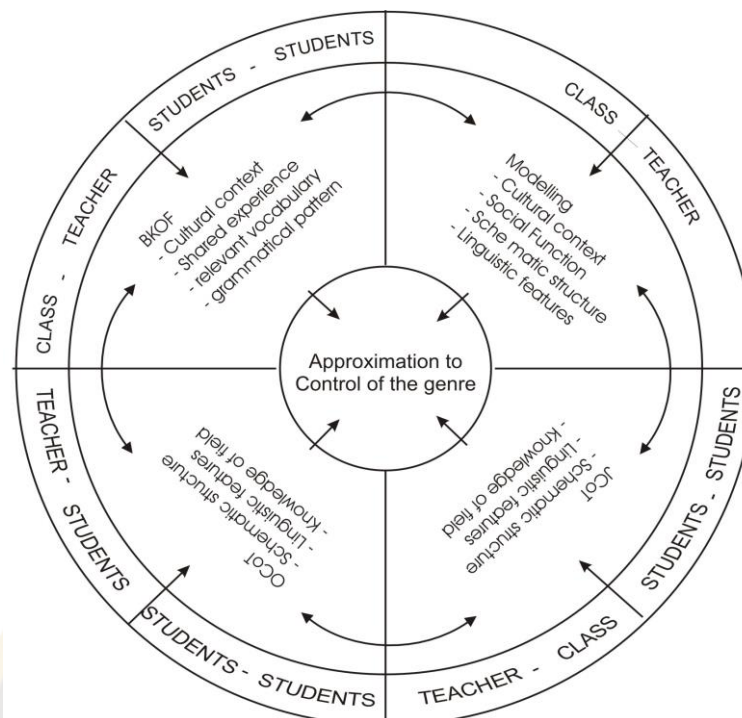


Figure 2.4 Source: Hammond, J, et.al.: (1992: 17)

According to Hammond, et.al. (1992: 18), the teaching-learning cycle above has some benefits, as follows:

The teaching-learning cycle provides a rationale and a framework for decisions about the type and sequence of teaching and learning activities appropriate in a language and literacy classroom. It also incorporates tasks and activities that move learners from a focus on spoken language to a focus on the written language. Next, the teaching-learning cycle focuses on learning language and also learning about language, that is, learning how and why written texts are shaped and organized as they are. This focus on learning about language may involve reading published texts, reading texts that have been written by the teacher and/or reading texts written by learners.

In the beginning stage, Building Knowledge of the Field (BKOF), the teacher will make up the students' perception about a certain topic. This stage is like a bridge that interrelate the students' perception with the topic discussion. BKOF is very important for the students since it is the point at which overall

knowledge of the cultural and social contexts of the topic is built, and, then, developed.

The next stage is Modeling of Text (MOT) which introduces the students to a model of genre they will read in the classroom. Here, they will learn about how to analyze the genre through a model text related to the topic. If it is possible, the teacher may ask and discuss the characteristic or schematic structure and also grammatical patterns.

Meanwhile, in the third stage; Joint Construction of text has the objective to construct a certain text. The construction analysis is held by the teacher together with the students. The activities, for example, gathering relevant information, or researching the topic through additional reading.

The last stage, Independent Construction of text should be done if the teacher is quite sure that the students are ready to construct the text independently. This stage may occur only after group or pair construction have shown that they have gained control of the field.

In each stage, the teacher needs to select a number of different activities that provide a structure's framework and support as the students increasingly gain control over written language. The cycle itself, is intended to be used flexibly and therefore it is possible to begin at different stages and to move from stage to stage according to the students' needs. Normally, in some units of work, it may be appropriate to omit some of the stages of the cycle. For example, in the first session the students get the new genre and they are not ready to do the

independent construction. Thus, the teacher may decide to recycle some of the activities introduced at the earlier stage.

### **E. Reading Process**

Reading is both a process and a product. It is more than just receiving meaning in a literal sense. It involves bringing an individual's entire life experience and thinking powers to bear to understand what the writer has encoded. According to Grabe and Stoller (2002: 9), 'reading is the ability to draw meaning from the printed page and interpret this information appropriately.'

Reading process in this study is a process to gather some information from the text through small group discussions technique. Auckerman in Agoestyowati (2010: 318) has divided the process of reading into four major categories; they are the perceptual reading, associative learning, cognitive learning, and affective learning.

Besides employing the group discussions, the lecturer also keeps concerning on the reading principles. Reading principles here is any actions that should be done in reading activities to reach the goals through students' achievement. Harmer (2007:101) mentions six principles in reading class. They are: to encourage students to read as often and as much as possible; students need to be engaged with what they are reading; to encourage students to respond to the content of the text, not just concentrate on its construction; prediction is a major factor in reading; match the task to the topic when using intensive reading texts; good teachers exploit reading texts to the full.

Whereas Grabe and Stoller (2002:13) state that there are several purposes and skills of reading;

1. Reading to search some information means the students typically scan the text for a specific piece of information or a specific word. For example, the teacher asks the students to find info based on the text.
2. Reading to skim quickly involves a combination of strategies for guessing where important information might be in the text, and then using basic reading comprehension skills on those segments of the text until a general idea is formed. This idea is almost same with the previous one. Students should get the info from the passage by skimming the text.
3. Reading to learn from text is usually carried out at a reading rate somewhat slower than general reading comprehension. Here, the students will get some benefits from a text. This reading purpose should be applied in academic or professional contexts.
4. Reading to integrate information needs to give some critical evaluation of the information being read so that the readers can decide what information to integrate and not. Actually, both reading to write and reading to critique texts are the variants of reading to integrate information.
5. Reading for general comprehension as the last purpose on reading requires some fluency on reading since this purpose is to get the idea from certain text. This purpose also need much longer time constraints. For example, the students are asked to find the best title, the main idea of the whole paragraph, etc.

Since the subject research is the Intensive Reading I class, the researcher only explores three purposes and skills of reading; they are reading to search some information, reading to skim quickly, and reading for general information.

#### **F. Classroom Action Research**

According to Burns (2010: 2), action research is part of a broad movement that has been going on in education generally for sometime. In this case 'teacher is as researcher'. He might give some treatments to the students and design the research by himself. Action research is not simply problem solving. It is systematic and collaborative. It involves problem posing, the search for the questions beneath the questions that we typically ask about our practices. Action research is not done 'to' other people. Action research is research by practitioners on their 'own' work, and it is done with the help of other practitioners.

Furthermore, action research takes a self-reflective, critical and systematic approach to exploring the teaching contexts. (Burns, 2010:2) stated further that one of the main aims of action research is to identify a "problematic" situation or issue that participants who may include teachers, students, managers, administrators, or even parents-consider worth looking into more deeply and systematically. The 'problematic' here means teachers often see gaps between what is actually happening in our teaching situation and what we would ideally like to see happening. Thus, teachers may find out the resolution to manage the gaps by designing a research.

Another theory is coming from Kemmis and Mc. Taggart in Saleh (2008: 122), action research is a form of collective self-reflection done by the participants in social situation to improve understanding and practical justice towards the situation of places where the practices were done. Hardjodipuro in Wibawa, H. Basuki (2004:5) also stated that CAR (Classroom Action Research) is an approach to improve the education through changes by motivated teachers to think their own teaching practices in order to criticize the practices and willing to change it. In conducting CAR, the teacher should be helped by observer(s) to observe her teaching-learning process. The observation results, furthermore, is used to get the reflection and solving her weaknesses.

### **1. Characteristics of Action Research**

There are some characteristics on action research that could be differentiated from other researches. The brief summary of the action research characteristics from Kemmis and McTaggart (1992:22–5) as cited in Cohen (2000:228-30) are as follows:

- a. It is participatory. Action research is research through which people work towards the improvement of their practices.
- b. Action research develops through the self-reflective spiral cycle, they are planning, acting (treatments), observing, reflecting and then replanning, further implementation, observing and reflecting.
- c. Action research is collaborative. It involves those responsible for action in improving it.

- d. Action research is a systematic learning process in which people act deliberately, though remaining open to surprises and responsive to opportunities.
- e. Action research involves people in theorizing about their practices, action and consequences and coming to understand the relationships between circumstances, actions and consequences in their own lives.

## **2. Steps in conducting Action Research**

The followings are the steps of action research from Kemmis and McTaggart, 1988:11-14) cited in Burns (2010:8).

### **a. Planning**

In planning, the teacher might identify the problem or issue and produce a plan of action in order to bring about improvements in a specific area of the research context. This is a forward-looking phase where you consider: 1) what kind of investigation is possible within the realities and constraints of your teaching situations; 2) and what potential improvements you think are possible.

### **b. Acting**

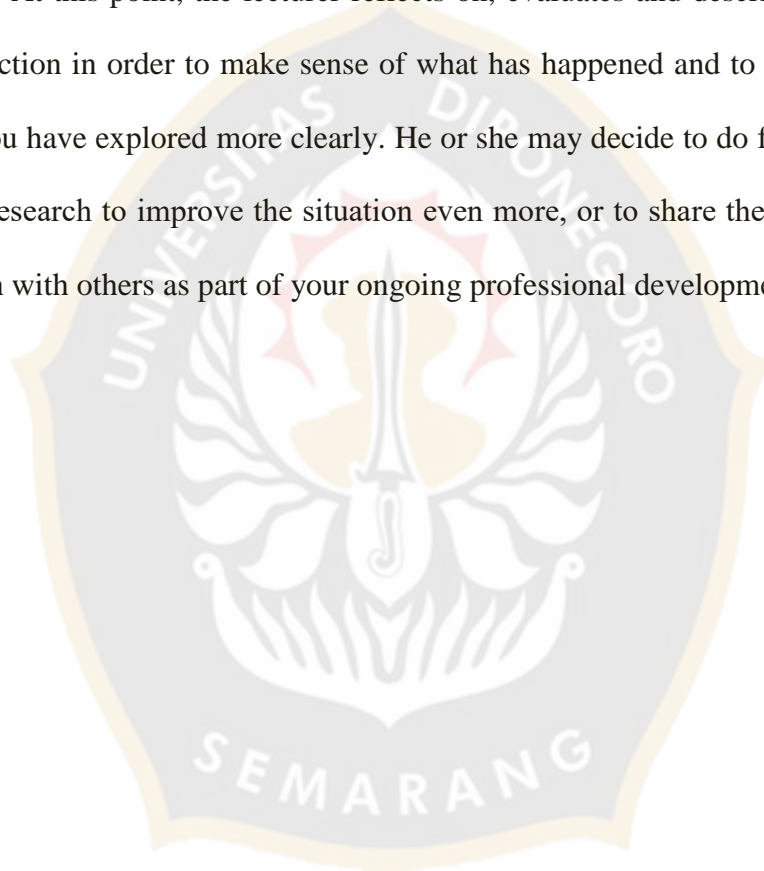
The plan is carefully considered one which involves some deliberate interventions into your teaching situation that you put into action over an agreed period of time. The interventions are critically informed as you question your assumptions about the current situation and plan new and alternative ways of doing things.

### **c. Observing**

This phase involves you in observing systematically the effects of the action and documenting the context, actions and opinions of those involved. It is a data collection phase where you use open-eyed and open-minded tools to collect information about what is happening.

#### **d. Reflecting**

At this point, the lecturer reflects on, evaluates and describes the effects of the action in order to make sense of what has happened and to understand the issue you have explored more clearly. He or she may decide to do further cycle of action research to improve the situation even more, or to share the “story” of her research with others as part of your ongoing professional development.



## **CHAPTER III**

### **RESEARCH METHOD**

This chapter has two subchapters. The first subchapter is the data presentation which describes the research design, the subject of this study, research setting, research procedure, data source, technique of collecting data, instruments of collecting data, and validity and reliability of the instruments. The second subchapter deals with quantitative and qualitative data analysis and the last is finding presentation.

#### **A. Data Presentation**

This subchapter discusses the research design, the subject of this study, research setting, research procedure, data source, technique of collecting data, instruments of collecting data, and validity and reliability of the instruments.

##### **1. Research Design**

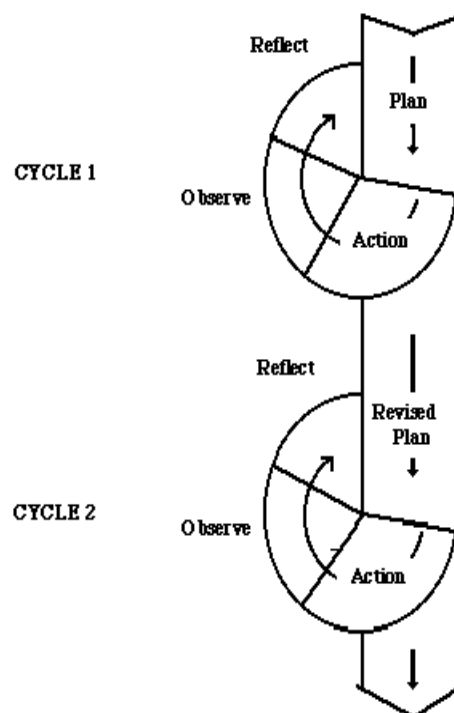
This study belongs to an action research that the purpose is to improve students' ability and enhancing their interest and awareness in genre-based reading class through small group discussions technique. The researcher applied action research (AR) since she wanted to change her practice. If the things might not be going as teachers expect, they may need to implement a new initiative although they are unsure how to do it effectively. AR or action research is a process designed to empower all participants in the educational process (students, instructors and other parties) with the means to improve the practices conducted

within the educational experience (Hopkins: 1993, cited in <http://physicshed.buffalostate.edu/danowner/actionrsch.html>). It has the primary intent of providing a framework for qualitative investigations by teachers and researchers in complex working classroom situations. When AR is applied in the classroom situations, it is often called as Classroom Action Research (CAR). Thus, CAR is a method to find out what works best in the classroom so that teachers can improve the students' learning. It is conducted to improve the teaching and learning process which are carried out due to several problems occurred such as students' low achievement, less conducive class, or uncooperative students and so on.

This study concerned to discuss small group discussions implemented in genre-based reading class. The researcher applied the CAR which employed several stages, like planning, acting, observing, and reflecting. In reflection, the basic concept of an action research, teacher might see some improvement and enlightenment, as Kemmis and McTaggart in Saleh (2008: 122) stated that classroom action research is a form of collective self reflection which done by the participants in social situation to improve understanding and practical justice towards the situation of places where the practices were done. In this study, the researcher was helped by two observers. They are the English Department lecturers of Pancasakti University. The observers helped the researcher to observe the action done by the researcher. Here, they were given some observation sheets as their guidance to make them easier to observe the detailed action.

This study was conducted in two cycles which had four sequential steps, they are planning, acting, observing and reflecting. The following is a representation of an Action Research protocol by Kemmis (cited in <http://physicsed.buffalostate.edu/danowner/actionrsch.html>).

Figure 3.1 Action research protocol by Kemmis (1988)



## 2. The Subject of the Study

The subject of this research was 20 students of English Department of Pancasakti University. They were the second semester following the Intensive Reading I class (Genre-based reading) from class A. The subjects were selected randomly from six classes available (A-F) which were populated about 100 students.

### **3. Research Setting**

This study was conducted at the English Department of Faculty of Teacher Training and Education, Pancasakti University, Tegal, and scheduled in the even Semester of Academic year 2010/2011 starting from February until June 2011. The subject of this research was 20 students from the second semester following Genre-Based Reading class (Intensive Reading I) from class A.

### **4. Research Procedures**

In this research, the researcher worked as the lecturer (treatment implementer) and the observers were the two of the English Department lecturers. The implementation of this research was conducted in four stages: planning, acting, observing and reflecting. The research procedure is described further in the following:

#### **a. Previous Reflection.**

Previous reflection was carried out in three ways. First, the lecturer gave the pre-test for the students. It was intended to gather the information about students' previous ability in genre-based reading. Next, the lecturer gave the students a survey questionnaire of initial condition. And the last was asking the students to fulfill a questionnaire to find out their interest and awareness on reading. The results, pre-test, the survey questionnaire of students' interest and awareness and initial condition were then analyzed as the basis of treatment formulation to be implemented in the acting stage.

**b. Planning.**

The next step was planning. It is the early step in action research study. An organized and well-prepared planning results to successful implementation of the next steps. At this stage, the researcher did several activities, such as designing a lesson plan of small group discussions implemented in genre-based reading class, preparing the learning materials, and designing the instruments (genre-based reading tests) and evaluation.

**c. Acting and Observing.**

There were some activities carried out at this stage:

- 1). Collaborating both the lecturer and the observers to do the treatment; implementing small group discussions in genre-based reading class.
- 2). Observing overall activities of the treatment comprehensively with the instruments, media or tools provided.
- 3). Collecting and analyzing the empirical data obtained during treatment, problems or difficulties or other aspects that were faced by the students relating to the objectives of this research.

**d. Analyzing and Reflecting.**

The data gathered were then analyzed to draw the findings at this cycle; whether small group discussions could improve students' ability or enhance students' interest and awareness in genre-based reading class or not. The findings would be occupied for reflecting. Things that had not been achieved in the treatment process would be recognized. The strength and the weaknessess of the

treatment of this cycle would be the reference to plan for the next cycle conducted in the same way.

## **5. Data Source**

The data source in this study was from 20 students of the second semester from A class at the English Department of Faculty of Teacher Training and Education, Pancasakti University, Tegal.

## **6. Technique of Collecting Data**

The data in this study were gathered from the following techniques:

### **a. Test.**

There were three kinds of test employed in this research. They were the pre-test, post-test 1, and post-test 2. Tests here were used to get numerical data rather than verbal kind. Pre-test was done in the previous relection. It aimed to get the information about students' previous ability in genre-based reading before the lecturer implemented the treatment in the first cycle. While post-tests were carried out after the treatment in both first and second cycle which had a purpose to draw the findings of this study.

### **b. Questionnaire.**

There were several kinds of questionnaires including dichotomous questions; Yes No questions; rating scales; and short answer questions. Three questionnaire forms were employed in this study; they are the survey questionnaire on initial condition, questionnaire on genre-based reading interest

and awareness and checklist of students' participation which were occupied in pre-cycle, first and the second cycle.

### **c. Observation.**

Observation was conducted by the observers of this research during the teaching-learning process in the first and second cycle. The function of this activity was to monitor and evaluate the whole implementation in this research. The result contributed to draw research findings supporting those of tests or questionnaires.

## **7. Instruments of Collecting Data**

The data in this study were gathered from the following instruments: multiple choice reading tests, questionnaire survey on students' initial condition, survey questionnaire of reading interest and awareness, group participation checklist and observation sheet.

### **a. Multiple Choice Reading Tests.**

The multiple choice reading tests in this study were compiled from several reading test-books, they are "Genre (Dilengkapi 700 Soal Uji Pemahaman)" by Otong Setiawan Djuhari, "English Text Types" by Rudi Hartono, and "An English Course (Focused on Reading and Translation Ability)" by A. Ghani Johan. On scoring the students' works, the lecturer used the manual rubric for multiple choice tasks (correct answer = 1 point, incorrect = 0).

### **b. Survey Questionnaire on Students' Initial Condition**

Initial condition means a certain condition where the students have not got any treatment yet. This survey questionnaire was given to the students in the

beginning of the class after they did a pre-test. There were seven (7) questions employed in this questionnaire. It was intended to find out the students' knowledge of genre texts. Thus, the lecture could measure their ability on genre texts and gave an appropriate treatment to improve the students' ability.

**c. Survey Questionnaire on Reading Interest and Awareness.**

This survey questionnaire was designed by modifying the model of students' survey checklist of interest and awareness of self-assessment in writing from O'Malley (1996:154). Some irrelevant points in the checklist were removed and replaced with the relevant ones concerning with the issues in this study.

**d. Checklist of Students' Participation in Group Discussions**

Checklist of students' participation in group discussions was taken following the model of Forster and Masters (1996). It was intended to obtain the information about the students' participation in group discussions in both two cycles. The result of this checklist supported the findings of this study.

**e. Observation Sheet**

The observation sheet was provided by the researcher and filled up by the observers. It contained the information about the procedure of conducting small group discussions in both two cycles. The observers focused on the roles of both the lecturer and the students activities in implementing small group discussions in reading process. Clarity of the materials and purpose-oriented were two main aspects involved in designing this observation sheet.

## **8. Validity and Reliability Instruments**

The followings are discussions about the validity and reliability of the five instruments; they are the multiple choice test, survey questionnaire of students' initial condition, survey questionnaire of students' interest and awareness, checklist for students' participation in group discussions, and observation sheet.

### **a. Validity and Reliability of the Reading Assessment**

'Validity' is an all-encompassing term which is related to questions about what the test is actually assessing. Gronlund as cited in Brown (2004: 22) states that validity is the extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment. And Brown (2003: 22) mentions that there are five types of validity: content-related validity, criterion-related validity, construct-related validity, consequential validity, and face validity. Types of validity used in this study are the content-related validity and the face validity. It could be said like that since the the subject matters tested were based on those of being learned by the students during treatment. Here, the students were given the treatment first before they fulfilled the task. And also face validity since the lecturer presented a clear instruction and direction of how to do the test. Therefore, it leads the students to understand the test instruction. The test is also reliable since the test is relevant to the materials, using appropriate time allotments and scoring rubric.

**b. Validity and Reliability of the Questionnaire on Initial Condition**

Initial condition is the condition before the treatment given in the classroom. The survey questionnaire on students' initial condition is valid and reliable since the lecturer provided several questions about topic they were going to discuss in the next meetings. There were seven (7) questions employed in this questionnaire. The students only gave some tick in either "Yes" or "No" option, based on their own condition.

**c. Validity and Reliability of the Participation Questionnaire**

The participation questionnaire used in this study is valid and reliable since the lecturer adapted the model from Forster and Masters (1996). There were six questions employed in this questionnaire and it provided the options of the answer, such as, always, often, sometimes, and never. However, the students were rattled since they were afraid of being honest. The researcher as their lecturer clarified that they should be honest on completing the questions with their real activity, and the lecturer also gave them some information that it would not make them take any risk on their score. The lecturer also informed them that she would check their activity and made some notes on them, so that it will avoid her from the students' deceitfulness.

**d. Validity and Reliability of the Students' Interest and Awareness**

This research also tried to measure the improvement of students' interest and awareness on genre-based reading. In the construction of this questionnaire, the researcher adapted the model of such a questionnaire from O'Malley (1996:154). However, the researcher replaced the topic 'writing' into 'reading',

related to the research topic. The questionnaire was multiplied with four responses; a lot, some, a little, and not at all. Through this questionnaire, the students could answer the questions easily since they only put some tick as their answer, and the researcher gathered some sufficient informations used as one of the qualitative data in this study. Both of these checklists were dichotomous since it compels respondents to 'come off the fence' on an issue. In addition, it was easier for the participants to give some responses quickly because there were only two categories of response. A dichotomous question is also useful as a funnelling or sorting device for subsequent questions, for example: 'if you answered "yes" to question A, please go to question B; if you answered "no" to question B, please go to question C'. Thus, the students could easily fill it out and the responses were easy to code.

**e. Validity and Reliability of the Observation Sheet**

The observation sheets used in this study were same, both in the first and the second cycle. The observers, then, observed the lecturer and the students' activities. It was started from introducing the material, until completing the discussions. Here, the lecturer adopted the observation sheet from Prentice Hall Canada.

**B. Data Analysis**

This subchapter described the quantitative and qualitative data analysis of this research.

## 1. Quantitative Data Analysis

The quantitative data came from the students' scores on pre-test in pre-cycle, and post test in both first and second cycle. Both scores were then computed to find their mean. Mean is the average of a set of scores obtained by adding the individual scores and dividing by the total number of scores (Nunan, 1992:28).

The formula of mean is:

$$\bar{X} = \frac{\sum X}{\sum n}$$

Notes :

$\bar{X}$  : Average score (mean)

$\sum X$  : Number of individual scores

$\sum n$  : Total number of scores

The *mean* of the scores of each cycle is then correlated to that of other cycles to draw the findings of this study; whether or not there was an improvement of students' ability in genre-based reading class through small group discussions.

## 2. Qualitative Data Analysis

The qualitative data gathered from students' responses or answers on survey questionnaire of writing interest and awareness and checklist of students' participation in group discussions. The responses were then stated in percentage and analyzed to draw the findings of this research. The last qualitative data was from result of observation sheet. It was, then, analyzed to support the analysis.

## **CHAPTER IV**

### **RESULTS AND DISCUSSIONS**

This chapter contains two subchapters. The first subchapter describes previous reflection, the implementation of the first learning cycle, the implementation of the second learning cycle and the results and analysis of pre-cycle, first cycle and second cycle. The last subchapter is intercycle analysis.

#### **A. Discussions**

##### **1. Previous Reflection**

For the previous reflection, the lecturer asked the students to do some exercises in pre-cycle and after completing that exercises, they should fill in the questionnaire of the initial condition. Initial condition here means the condition before the lecturer delivers the material. And the exercises were in the form of multiple choice tasks since the time allocation was only 90 minutes. There were four passages and it had five questions for each. The genres of the passages were Description, Narrative, Recount, and Report text.

##### **2. The Implementation of First Learning Cycle**

The implementation of overall steps of this research study is described further in the followings:

### **a. Planning**

Several actions conducted at this stage were; (a) setting up the lesson plan, (b) preparing the learning materials, (c) preparing some instruments and (d) designing evaluation instruments. The instruments used in this cycle for implementing the small group discussions were; the plan format and the checklist of participation in group discussion. The plan format was adapted from Harmer (2007:161), while the checklist of participation in group discussion was taken from Forster and Masters (1996). For evaluating the implementation of this technique, there were several instruments used such as; reading comprehension test and the observation sheets.

### **b. Acting**

This stage was conducted in six sessions of treatment of 100 minutes per each (2 credits / SKS). The treatment was implementing the Genre-Based reading process through small group discussion technique as described in the followings:

The introduction of genre was delivered in the beginning of the session. The information coming from the lecturer's explanation was as the review to remind the students of their understanding on genres. It was also used to gain the students further information on genres. The next treatment was delivering the material through a presentation. This session provided the presentation of Description. The presentation consisted of some characteristics of the of text, such as the social function, the schematic structure, and the lexico-grammatical features used in the text. Since the

lecturer should remind the students of some grammatical structures, sometimes it was needed to use the native language in order to make them easier to understand the material. In other words, here, the lecturer used the Grammar Translation Method to deliver the material. In the second, third, and fourth meetings, the lecturer conducted the same procedures as she did in the first meeting.

Besides giving the presentation about the characteristics of the four genres, the lecturer also gave them a broad explanation of doing the exercises using small group discussion technique. To implement this technique, several steps should be conducted; they are the orientation stage, the norm establishment stage, the productive stage, and the termination stage.

In the Orientation Stage, group members will find out about one another and their place in the group. Students needed adaptation, so that, the lecturer gave them a time to decide their roles in group.

Next is the Norm Establishment Stage. It was a stage where group members test one another and teacher. They were permitted to use dictionary and also asked for something they could not understand about the instructions. Conflict would naturally happen here, when some members had different opinion, and it was an opportunity for them to learn problem solving and interpersonal skill.

The Productive Stage was the longest stage in the life of a group where group members focused both on the task and interpersonal relations.

They started to make notes as the result of their discussions and wrote it down in a paper.

The last stage is the Termination Stage. It was a stage where group members looked back at their experience together and dealt with the problems of parting. They would learn from their errors and try to make a good cooperation with the other members. For the best group, the members would face satisfaction, on the contrary, for the inferior ones would encourage their motivation to be the best in the next competition.

### **c. Observing**

The observation was conducted by the observer during treatment in the first cycle through an observation sheet. It was employed to find out the role of lecturer in some aspects such as delivering the learning purpose, transferring the idea/message, conveying the learning technique/method, performance in class, explaining the learning materials, giving feedback to the students and managing time allocation. By means of this observation sheet, the students were also observed on some aspects such as readiness in attending the lessons, paying attention to lecturer's explanation, discussing with others, giving questions to the lecturer, being serious in their lecturer's explanations, identifying problems and providing self-feedback. Then, the lecturer gave some evaluations. The evaluation was also conducted referring to the results of the following instruments: reading comprehension test on genres and checklist of the students' participation in discussions.

#### **d. Reflecting**

Reflection was conducted based on the result of data analysis from observation and evaluation. The data gathered were then, analyzed to come up with the findings at the first cycle. The findings were supposed to reflect the learning process at the acting stage. Things that did not have been passed or achieved during the treatment were recognized. The strengths and the weaknessess of the treatment of this cycle were used as the reference to plan for the next cycle.

Here, some weaknesses appeared during the acting stage. The students mostly got confused of their positions. They sometimes got afraid of making such an overlapping duty. As a result, those who did not exactly know about their position got confused and were quite passive, whereas the other members felt rather disappointed to them and asked the lecturer to change the members in their group. Another problem naturally happened in the Norm Establishment stage. Although the lecturer had offered them some helps if they faced some difficulties, they got afraid and shy to reveal it.

### **3. The Implementation of Second Learning Cycle**

This cycle provided referring to the result of the first learning cycle. The result of the first cycle showed that students still faced many difficulties or problems instead of the progress they made. The difficulties varied in their reading comprehension, semantic, lexical knowledge and grammar points. The students mostly encountered a lot of mistakes in finding out the idea of

the passage, looking for the synonyms or antonyms, filling the blanks with the appropriate words, and choosing the appropriate grammar as well as sentence structures.

#### **a. Planning**

It was referring to the result of reflection in first learning cycle, some activities conducted in this cycle were designing lesson plan, preparing learning materials and observation sheets, preparing self-assessment instruments, and designing evaluation instruments.

#### **b. Acting**

This stage was conducted in seven sessions of treatment of 100 minutes per each (2 credits/SKS). The treatment was implementing the Genre-Based reading process through small group discussion technique as described further in the followings.

In the first meeting in learning cycle II, the lecturer re-presented the first genre; Descriptive text. Next, the students should discussed a certain passage in groups. Here, the lecturer counted the time down to avoid the students' lack of time management. The stages they should pass through were still same. They are the orientation stage, the norm establishment stage, the productive stage, and the termination stage.

In the Orientation Stage, since the group members had found out about their members and their place in the group, they did not need any adaptation anymore. So that, the lecturer did not give them any additional time to decide their roles in group.

In the Norm Establishment Stage, the students felt more confident to share their ideas. They, even, did not feel shy and afraid of making errors in grammar and pronunciation. When they faced some difficulties, they asked the lecturer to give them some idea.

While the Productive Stage was still the longest stage since the group members focused both on the task and interpersonal relations. Here, the lecturer reminded their time allocation and their notes as the result of their discussions and write it down in a paper.

Finally, in the Termination Stage, the competition ran more tightly than the previous cycle. There were two groups that could reach the same score but having different time allocation to complete it. The lecturer, then, decided to give the additional score for those who could pass and submit the discussions' result more quickly. And in the end of the session, the lecturer distributed the participation in group discussion checklist to them.

### **c. Observing**

The observation was conducted by the observer during treatment in the second cycle by using the same observation sheet in the first cycle. The procedure to collect the data was also conducted in the same way as that of the previous cycle. While the evaluation was possessed on the results of the following instruments: reading comprehension test on genre, a checklist on students' participation in group discussion, and observation sheets.

#### d. Reflecting

It was conducted based on the result of data analysis from observation and evaluation. After the data had gathered, it could be used as the findings in this cycle. The findings, then, was used to find out the result.

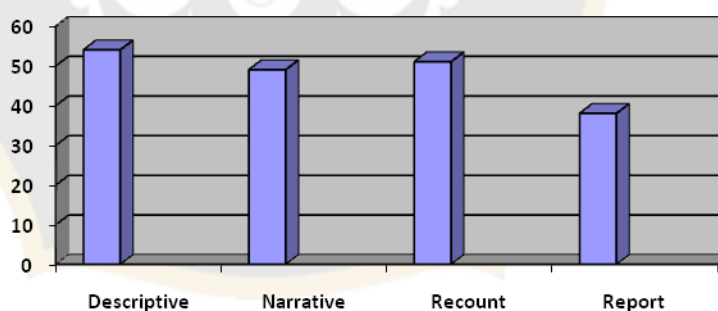
### 4. The Result and Analysis of Pre-Cycle

Pre-cycle is the action conducted before the cycles. Here, there were three main components to analyze; they are the students' comprehension test, the students' initial condition and the students' interest and awareness.

#### a. Pre-test (Reading Comprehension Test)

The result of the pre-test in pre-cycle could be seen in the chart 1 as follows:

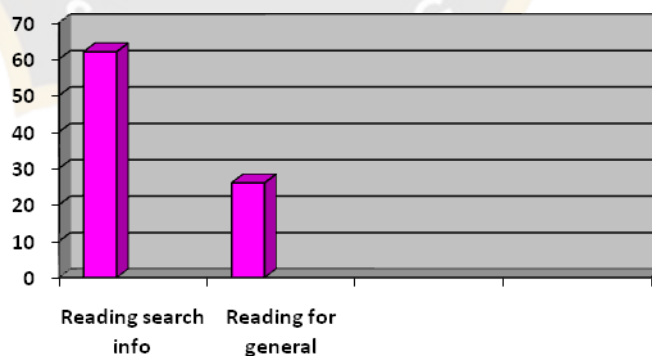
Chart 1: The Average Students' Reading Comprehension Score on Pre-cycle (Genres)



The results, as seen in the Chart 1, showed that the average students' score on Descriptive text was only 54. None of the students were able to find all of the correct answers. Mostly, they only could get the right answers on the simple information because they could see it in the passage given. On Narrative text, the average students' score was 49, got worse result than the

first text. Here, the students were confused to skim the text. Even some of them were bored knowing the length of the text. It is supposed that almost a half of them did not really enjoy doing this test. They felt reluctant and restless to read the entire paragraph in the Narrative text, so that they had a descending result. While on the Recount text, the average students' score was 51. It has no doubt that many students counted the number of words in the text given. And for the last passage, the Report text, the average students' score was only 38. It was the worst result. Many students were confused on this text since they found a lot of new words. As a result, they preferred skipping or jumping to continuing it and went back to the previous text. It could happen since students mostly had less confidence to do the most difficult topic with 'difficult' words. They assumed that it was better doing the easier topics than the complicated one.

Chart 2: The Average Students' Reading Comprehension Score on Pre-cycle (Reading Purposes)



Meanwhile, the students' average score based on the reading purposes as seen in Chart 2, showed that the result of reading to search simple

information and to skim is better than reading for general comprehension. On reading to search simple information and to skim, the students' average score was 62, 92. However, on reading for general comprehension's average score was only 25, 62. Certainly it appeared a big question since the range was quite far. It could be concluded that the students had many difficulties on understanding the whole text and they felt much easier to search some simple information based on the text given.

In conclusion, the result of the pre-test in the pre-cycle showed that the mean was 48 and there were only 6 students (30%) who gained score more than 50. The modus in this pre-cycle were 40 and 45, each of them appeared 6 (six) times, while the median was 45. In other words, the students mostly had a poor reading score. They were not competent on understanding the idea in the whole text, they were poor in the vocabulary items (finding the synonyms and antonyms) and they did not have a strong mind to read.

#### **b. Questionnaire of the Initial Condition**

There were seven questions in the initial condition checklist. Based on the result of this questionnaire, all of the students had ever learned Genre when they were still in the Junior and Senior High School. However, none of them (0%) knew the Genre very well. 12 students (60%) knew the characteristics of Descriptive text, only 7 (35%) students knew the characteristics of Narrative text, 9 students (45%) knew the characteristics of Recount text, and only 3 students (15%) who knew the characteristics of

Report text. Whereas for the last question, most all of the students stated they could not identify the type of certain text. There were only 5 students (25%) claimed “Yes”. The students’ lack of understanding the genre, then, led them to their confusion when they needed to complete the pre-test.

### c. Questionnaire of the Students’ Interest and Awareness

In this pre-cycle, more than 50% of the total students stated they did not really like to read genre texts (a little), only 7 students (35%) stated that they were good readers (some). Next, those who thought that genre based reading was not easy (a little) was 13 students (65%), and 11 students (55%) felt that reading genre based was sometimes fun. That was why 12 students (60%) sometimes like to do group discussions. And although 16 students (80%) agreed that reading would help them a lot at campus, 4 students (20%) stated they never read any genres at home (not at all).

Meanwhile, for the essay questionnaires, 9 students (45%) chose Recount text as their favorite genre, 6 students (30%) preferred reading Narrative text, 5 students (25%) chose Descriptive text, and none loved to read Report text. For the application of group discussions technique on genre based reading, 16 students (80%) had no idea about this. They did not answer this question or they just skipped it. And for the last question, 17 students expected to improve their skill on reading in both of reading to search simple information and reading for general comprehension, only 3 students were abstain.

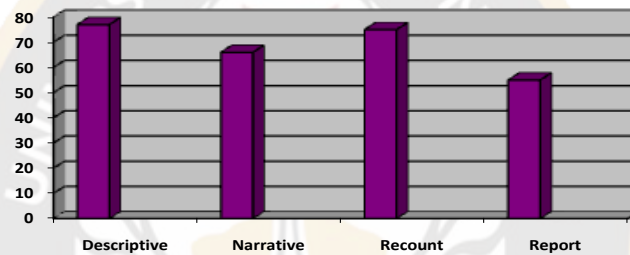
## 5. The Result and Analysis of First Learning Cycle

In the early cycle, there were three main components to analyze; they are the students' comprehension test, the students' participation in discussions and the students' interest and awareness.

### a. Post-test

Chart 3: The Average of Students' Reading

Comprehension Score on Post-cycle (Genres) in Cycle 1

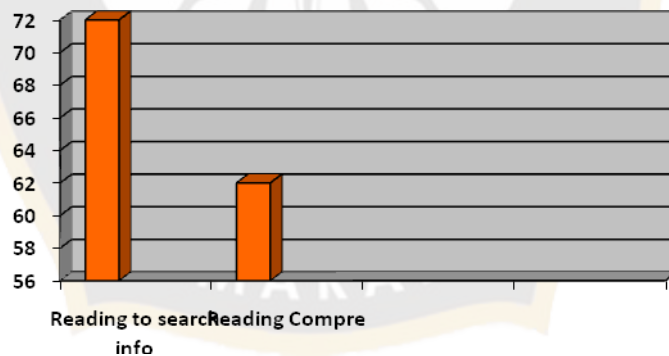


The chart above showed the progress appeared after implementing the small group discussions technique during the action stage. The average of students' reading comprehension had a specific progress. It was started from the first topic, Descriptive text, the mean for this genre was 77, and it rose 23 points from the mean result on the pre-test. By applying the small group discussions technique, the students felt more comfortable in delivering their idea and much easier to be memorized since they practiced it several times in group discussions. In Narrative text, the average of students' score was 66. Although none could answer all of the questions about this genre perfectly, the progress was seen through the students' mean score. Their biggest problem on facing Narrative text was still same; it was about the length of its

paragraph. Some of them felt confused to understand the whole text because of many unknown vocabulary items in the text. The students still had difficulties on guessing the new vocabulary item through its full sentence. The next genre was Recount text. Here, the average of students' score was 75. One student was able to answer all of the questions correctly. In Recount text, students felt much easier to understand the material since it merely used the daily words. And for the last genre, Report text, it showed based on the chart above that the students' average score rose 17 points from the previous one. Even though there was no one could complete the answers perfectly, most of them only made two errors.

Chart 4: The Average of Students' Reading Comprehension

Score on Post-cycle (Reading Purposes) in Cycle 1



For the first reading purpose, reading to search simple information and to skim, it was showed in the chart above that the students' average score was 72, 08. This means that the students mostly were able to guess both of the opposites and the synonyms, identified the type of words, and also captured the simple information from the text given. However, in another reading

purpose, they still had a lot of difficulties to get the idea from the whole text and got confused to identify the specific distinction among the characteristics of each genre. Even, 4 students (20%) were only able to get a half correct answer from all of the questions. It happened mostly for those who were not quite active in group discussions. They felt unconfident and it was rather hard for the lecturer to keep monitoring on them since they were passive.

In conclusion, the result of the pre-test in the pre-cycle showed that the mean was 68 and there were only 3 students (15%) who gained score less than 60. The modus in this post-cycle was 65, it appeared 5 (five) times, while the median was also 65. In other words, the students mostly had a progress on their reading score. Although the progress was not quite significant, at least most of them could pass the post-test with the enough result (60).

#### **b. Checklist Participation in Group Discussion**

During their discussion in groups, they should monitor their own participation and other members in the same group. The checklist should be filled honestly and the lecturer convinced them that it did not influence their score, so that they did not need to be afraid of being honest.

The lecturer gave a help for those who did not understand about the instruction in the survey questionnaire. And here are the results: only 8 students (40%) who always gave some ideas to the group during the discussion, 2 students (10%) stated often, 7 students (35%) claimed

sometimes, and 3 students (15%) said never. Next, 13 students (65%) stated that each member always has an opportunity to give any suggestion when they were discussing, 4 students (20%) said sometimes, 1 student (5%) said often, and only 2 students (10%) stated never. For question number three, 13 students agreed that all of the group members sometimes do something during their activity, none said always, 4 students said never, and the rest of the members (15%) said often did it. The last question was for the personal activity. There were 12 students (60%) said they always listen to other members, 10 students (50%) stated that they sometimes asked some questions, 14 students (70%) said they never organized their ideas, 15 students (75%) never organized the group, 11 students (55%) claimed they sometimes broke the activities, and 9 students (45%) sometimes abstracted the result.

### c. Questionnaire of Students' Interest and Awareness

After the lecturer applied the small group discussions technique, more than 45% of the total students stated they liked to read genre texts (some), there were 11 students (55%) stated that they were good readers (some). Next, those who thought that genre based reading was a little bit easy was 12 students (60%), and 13 students (65%) felt that reading genre based was sometimes fun. They (65%) also liked to do group discussions so much (a lot). Finally 19 students (95%) agreed that reading would help them a lot at campus, 10 students (50%) stated they sometimes read any genres at home.

Meanwhile, for the essay questionnaires, 10 students (50%) chose Recount text as their favorite genre, 4 students (20%) preferred reading Narrative text, 6 students (30%) chose Descriptive text, and still none wanted to read Report text. For the application of group discussions technique on genre based reading, 11 students (55%) liked to do this technique, 9 students (45%) did not answer this question. And for the last question, all students wanted to improve in both reading to search simple information and reading for general comprehension.

**d. Observation Sheet Analysis**

Based on the observation sheet observed by the observers, it showed that the action stage was clear enough. In pre-reading, the lecturer had prepared the materials, a bright lesson plan and several texts. Before went to the reading session, she also introduced the topic or material to the students. Then, she gave the explanation about the whole material directly.

During reading session, she distributed the reading text to each group. Next, she gave them some information about the rules and stages needed in holding small group discussions. While the students were doing the discussions, she observed their participation in group and gave the participation in group discussion checklist for one by one. The function of this checklist is to help the lecturer observed their activity and it has been discussed in the previous point (point no.2). And when the students faced trouble, she would help them.

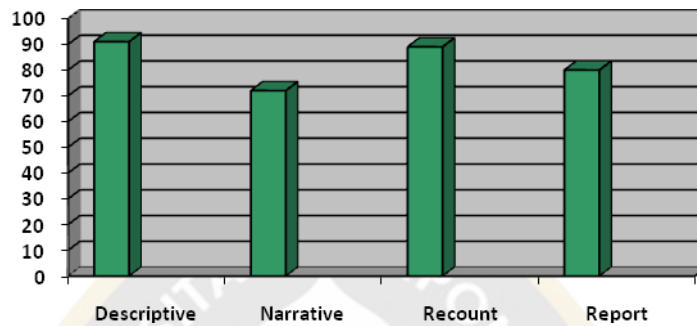
After completing the reading activity, the students have to do the post-reading. Here, they would notice their mistakes and score. For those who still had problems about the text would have a chance to ask the lecturer about their difficulties. That was why the lecturer kept asking them to answer the questions in group. If there was some trouble or some group gave an incorrect answer, the students and she would discuss the correct one. This activity would let them know about their score directly. In the end of the discussion, however, the lecturer gave less explanation about some additional info related to the material. It happened since the lecturer got lack of time management for this activity. She also asked for students' feedback only in the injury time. But actually the case is the students' feedback is needed in conducting a research.

## **6. The Result and Analysis of Second Learning Cycle**

There were three main components to analyze in the second cycle; they are the students' comprehension test, the interest and awareness and the students' participation in discussions.

### a. Post-test

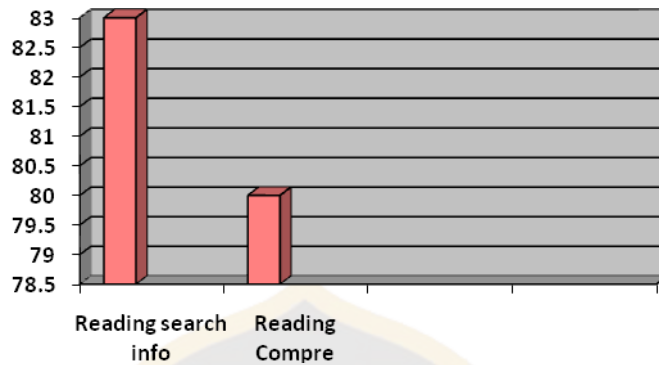
Chart 5: The Average of Students' Reading Comprehension Score on Post-cycle (Genres) in Cycle 2



Based on the chart 3 above, the students' average score on Descriptive text had a significant progress from 77 to 91. It means that the students were able to catch up the material given by the lecturer clearly. Eleven students could find all of the correct answers and the rest of the class made a single mistake only. Meanwhile, on Narrative text, the average of students' score was 72, it rose 6 points from 66 in the previous test. None of them could answer all of the questions correctly, but they only missed one or two numbers. On Recount text, the average of students' score also had a very significant progress from 75 to 89. It seemed that the students paid attention to the lecturer's second explanation. They were able to catch the idea of the passage and identified the characteristics of this genre. And for the last text type, Report, it showed that there was also a progress that it was quite significant as in Descriptive and Recount text. The students' average score was 80, it rose 25 points from 55.

Chart 6: The Average of Students' Reading Comprehension

Score on Post-cycle (Reading Purposes) in Cycle 2



The average of students' score on reading purpose also got a specific progress. In reading to search simple information and to skim, the students' average score was 83, 75. Three students, even, succeed to get a perfect score. They made no mistake on answering the questions in skimming and searching simple information. For the lowest ones, two students made only four mistakes in this reading purpose. While in reading for general comprehension, four students (20%) were able to answer all the questions correctly. The average of students' score in this purpose was 80, 62. This result showed that the implementation small group discussions technique was totally successful.

#### **b. Checklist Participation in Group Discussion**

During their discussion in groups, the students should monitor their own participation and other members in the same group. The checklist should be filled honestly and the lecturer convinced them that it did not influence their score, so that they did not need to be afraid of being honest.

The lecturer gave a help for those who did not understand about the instruction in the survey questionnaire. And here are the results: there are 10 students (50%) who always gave some ideas to the group during the discussion, 2 students (10%) stated often, 6 students (30%) claimed sometimes, and 2 students (10%) said never. Next, 14 students (70%) stated that each member always has an opportunity to give any suggestion when they were discussing, 5 students (25%) said sometimes, none said often, and only 2 students (10%) stated never. For question number three, 10 students (50%) agreed that sometimes all of the group members do something during their activity; none said always, 4 students (20%) said never, and the rest of the members (30%) said often did it. The last question was for the personal activity. There were 13 students (65%) said they always listen to other members, 12 students (60%) stated that they sometimes asked some questions, 13 students (65%) said they never organized their ideas, 12 students (60%) never organized the group, 9 students (45%) claimed they sometimes broke the activities, and 10 students (50%) sometimes abstracted the result.

**c. Questionnaire of Students' Interest and Awareness**

After the lecturer implemented the small group discussions technique almost in every meeting, more than 55% of the total students stated they liked to read genre texts (some), there were 13 students (65%) stated that they were good readers (some). Next, those who thought that genre based reading was a

little bit easy was 14 students (70%), and 16 students (80%) felt that reading genre based was sometimes fun. They (70%) also liked to do group discussions so much (a lot). Finally, 20 students (100%) agreed that reading would help them a lot at campus, 11 students (55%) stated they sometimes read any genres at home.

While for the short answer questionnaires, 11 students (55%) chose Recount text as their favorite genre, 4 students (20%) preferred reading Narrative text, 5 students (25%) chose Descriptive text, and still none wanted to read Report text. For the application of group discussions technique on genre based reading, 14 students (70%) liked to do this technique, 3 students (15%) said there was nothing special in this technique, and others did not answer this question. And for the last question, all students wanted to improve in both reading to search simple information and reading for general comprehension.

#### **d. Observation Sheet Analysis II**

There was another observation sheet in cycle 2. After realizing her weaknesses in cycle 1, the lecturer tried to improve her acting stage. First, in pre-reading, the lecturer prepares the lesson plan and materials. The materials are about three genres' passages. She did not introduce the topic or material since she had done it in previous cycle. So that she focused on rechecking the students' understanding about the materials, and then she re-explained it if there were some problems faced by the students.

During-reading session, the lecturer gave another different text to the students and re-informed them about the rules and stages to conduct the small group discussions technique as they tool to find the answers. Next, she observed the student' participation and distributed the participation checklist. Although they had conducted it before, the lecturer still offered them a help and guidance if they faced some problems. Here, she neither gave them the correct answers nor the clues, but only reminded them again about their previous discussions.

In post-reading, the lecturer asked the students to answer the questions orally and directly by pointing to one of them to make it short in time. There was also a discussion to correct the wrong answer. Before she gave them the score they gained, the lecturer gave some information related to the text and also gave another example if it was needed. And the last is the lecturer asked for the students' feedback. Since she was more able to manage the time, she had much longer time to find out the students' feedback.

## **B. Intercycle Analysis**

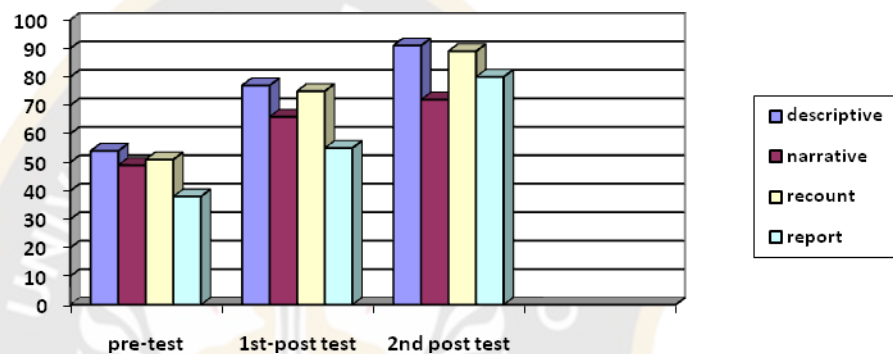
Presented in this sub chapter are intercycle analysis of genre-based reading tests, a survey questionnaire of reading interest and awareness, checklist of students' participation in group discussions and also the observation sheet.

## 1. Genre-Based Reading Tests

The students' average scores of genre-based reading tests of pre-cycle, first and second cycle can be seen in the following chart 7, while the average score for reading purpose can be seen in chart 8.

Chart 7: The Students' Average Scores of Reading Comprehension

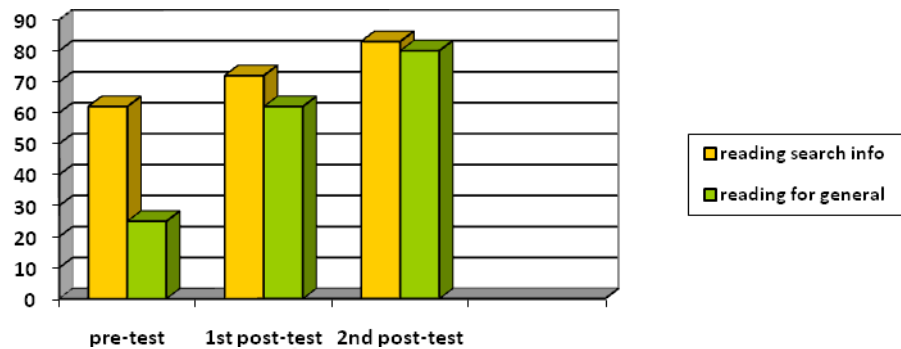
Tests of Pre-cycle, First and Second Cycle (Genres)



The students' average score on descriptive text in the pre-test was only 54. Then, it rose 23 points into 77 in the first post test, and got 91 as the best average score in the second test. Meanwhile, on narrative text, the students' average score was 49 in the pre-test, became 66 in the first post test, and be on the increase of 72. Next is for recount text. The students' average score in the pre-test was 51. It rose 24 points into 75 in the first post test and 89 in the final post test. The last genre was report text. The first students' average score was only 38, then became 55 in the first post test and had a great improvement in the second post test with 80.

Chart 8: The Students' Average Scores of Reading Comprehension

Tests of Pre-cycle, First and Second Cycle (Reading Purpose)



In reading purpose, the students' average score was 62 for reading to search some info in the pre-test. It rose into 72 in the first post test, and 83 in the second post test. While on reading for general, students got 41 as their average score in the pre-test, continued with 62 in the first post test, and it had a significant improvement in the last post test with 80.

## 2. Checklist Participation in Group Discussions

The students' participation in group discussions also got increased. In the first cycle, there were only 40% students who always gave some ideas to the group during the discussions, 2 students (10%) said often, 7 students (35%) claimed sometimes, and 3 students (13) stated never. However, it increased rapidly. Those who said they always gave some ideas to the group changed into 10 students (50%) in the second cycle, 2 students still stated often, 6 students (30%) claimed sometimes, and there were only 2 students (10%) said never. Next, 13 students (35%) put thick on the option that each member always has an opportunity to give any ides during the discussions, 4 students (20%) said sometimes, only 1 student (5%) stated often, and 2

students (10%) claimed they never do it in group. But the result is quite different in the last cycle. 14 students (70%) stated that each member always has an opportunity to give any suggestion when they were discussing, 5 students (25%) said sometimes, none (0%) said often, and only 2 students (10%) stated never. For question number three, 13 students (35%) agreed that all of the group members sometimes do something during their activity, none said always, 4 (20%) students said never, and the rest of the members, 3 students (15%), said they often did it. On the contrary in the second cycle, 10 students (50%) agreed that sometimes all of the group members do something during their activity; none said always, 4 students (20%) said never, and the rest of the members (30%) said often did it.

For their personal activity in the first cycle, there were 12 students (60%) said they always listen to other members, 10 students (50%) stated that they sometimes asked some questions, 14 students (70%) said they never organized their ideas, 15 students (75%) never organized the group, 11 students (55%) claimed they sometimes broke the activities, and 9 students (45%) sometimes abstracted the result. The overall result, then, was better in the second cycle. There were 13 students (65%) said they always listen to other members, 12 students (60%) stated that they sometimes asked some questions, 13 students (65%) said they never organized their ideas, 12 students (60%) never organized the group, 9 students (45%) claimed they sometimes broke the activities, and 10 students (50%) sometimes abstracted the result.

### 3. Questionnaire of Students' Interest and Awareness

Students mostly stated they did not really like to read genre texts in the pre-cycle. It could be seen that more than 50% of the total students stated they did not really like to read genre texts (a little), only 7 students (35%) stated that they were good readers (some). After the lecturer applied the small group discussions technique, more than 45% total students stated they liked to read genre texts (some), there were 11 students (55%) stated that they were good readers (some). While in the last cycle, more than 55% total students stated they liked to read genre texts (some), there were 13 students (65%) stated that they were good readers (some).

Next, those who thought that genre based reading was not easy (a little) was 13 students (65%), and 11 students (55%) felt that reading genre based was sometimes fun. In the first cycle, those who thought that genre based reading was a little bit easy was 12 students (60%), and 13 students (65%) felt that reading genre based was sometimes fun. And in the last cycle,

That was why 12 students (60%) sometimes like to do group discussions in pre-cycle. And although 16 students (80%) agreed that reading would help them a lot at campus, 4 students (20%) stated they never read any genres at home (not at all). In the second cycle, many students (65%) also liked to do group discussions so much (a lot). Finally 19 students (95%) agreed that reading would help them a lot at campus, 10 students (50%) stated they sometimes read any genres at home. The best thing happened in the last cycle

when 20 students (100%) agreed that reading would help them a lot at campus, 11 students (55%) stated they sometimes read any genres at home.

But in the first cycle there were 9 students 4(45%) claimed they liked it, and in the last cycle students mostly liked to read genre texts (>55%). Another improvement of students' interest and awareness is about their frequency to read genre texts. In the pre-cycle, most of the students said they seldom read it. Then, after conducting the small group discussions, a half of all students said they started to read genre more often. And in the last cycle, almost all of them read genre texts at home.

#### **4. Observation Sheets Analysis**

From the observation sheet analysis, it could be seen that the lecturer had passed almost all of the criteria of conducting small group discussions in the genre based reading class. However, there was a problem on managing the time allotment and asking the students feedbacks. In the second cycle, the lecturer tried to complete all of the criteria and got success on managing the time constraints and asking the students feedback before ending the class.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

Presented in this chapter are the conclusions and suggestions. The conclusions are drawn refers to the findings of this study presented in the previous chapters. The suggestions deal with several recommendations addressed to the students and lecturers in particular and next researchers in general.

#### **A. Conclusions**

After completing the research in a whole semester, several conclusions were employed here. They were described as followings:

1. It is about the research finding in students' score. There is a significant progress in students' result. In the pre-test, the reading ability of the students was very low. Almost none could pass the exam well. However, after they were given some treatments using the small group discussions, there is a significant improvement of the students' average score in Genre-Based reading.
2. Another conclusion is about the students' interest and awareness in Genre-Based reading class was totally enhanced by applying the small group discussions technique. It can be shown through the students' interest and awareness checklist. Almost all of them love to read genre texts although they mostly admit themselves not as good readers.

## **B. Suggestions**

The researcher would like to suggest the following issues:

1. To give some suggestions to those who paid much attention to this research to do the next research and to apply this technique in another reading class.
2. To combine the small group discussion technique with another assessment technique, such as peer or self assessment to get another finding.
3. To make teachers more creative to conduct teaching learning process, especially in genre-based reading class. She should not only use the monotonous method, but also other new interesting methods since students will get more interested in it. If the teacher can enhance the students' interest and awareness, she can make them easier to learn.
4. To implement the small group discussions as a fun technique, so that the students aware about the importance of reading. Through reading, they can learn many new things.

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