

**THE IMPLEMENTATION OF DISCUSSION IN TEACHING READING  
AT SEVENTH GRADE OF SMP MURNI 1 SURAKARTA YEAR 2015**



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# **THE IMPLEMENTATION OF DISCUSSION IN TEACHING READING AT SEVENTH GRADE OF SMP MURNI 1 SURAKARTA YEAR 2015**

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## **ABSTRACT**

This study aims at describing 1) the implementation of discussion in teaching reading at seventh grade of SMP Murni 1 Surakarta, 2) the problems faced by the teacher in implementing discussion in teaching reading at seventh grade of SMP Murni 1 Surakarta year 2015. In achieving the objectives, the researcher used descriptive qualitative as an approach to collect and analyze the data. The researcher gets the data of the research from event, informant and document. The method of collecting data are observation, interview and documentation. The method of analysis data are data reduction, data display, conclusion and verification. The researcher found the result of the research. 1) The process of discussion are follows: pre-discussion activities, whilst discussion activities and post discussion activities. The kinds of discussion are (a) discussion-based teaching (b) small group discussion (c) classroom discussion. 2) The problem faced by the teacher in implementing the technique are the techniques, classroom management, timing management, and the students. The researcher gets solution to solve the problem faced by the teacher in implementing the discussion in teaching reading at seventh grade of SMP Murni 1 Surakarta. There are: (a) the teacher should have interaction with the students and often gives motivations to the students. (b) the teacher should pay more attention to the students in discussion process, especially in whilst discussion. (c) the teacher must have variety of techniques to solve the problem faced.

Keywords: discussion technique, process of discussion, process of teaching reading, reading comprehension.

## **A. INTRODUCTION**

Reading skill becomes very important in education, students need to be exercised and trained in order to have a good reading skill. Reading is also something crucial and indispensable for the students, because the success of their study depends on the greater of their ability to read. If their reading is poor they are very likely to fail in their study or at least they will have difficulty in making progress. On the other hand, if they have good ability in reading, they will have a better chance to succeed in their study.

This research aims at describing (1) the implementation of discussion in teaching reading at seventh grade of SMP Murni 1 Surakarta Year 2015, (2) the problem faced by the teacher in implementing discussion in teaching reading at seventh grade of SMP Murni 1 Surakarta Year 2015.

Here, the researcher would like to show the previous study related to the present study. It aims at showing the difference between previous study related to the present research. It is conducted by Afifah Sari Rachmawati (UMS, 2009) entitled *A Descriptive Study on Teaching Reading to the First Year Students of MTsN 1 Surakarta in 2008/2009 Academic year*. In the present research, the researcher is going to do the similar topic, that is about discussion technique in teaching reading. But she focuses on implementing discussion in teaching reading. She also has different scope, which subjects are the seventh grade students of SMP Murni 1 Surakarta.

For supporting the data of the research, the writer applies several theories related to the case. "First it must be recognised that reading is a complex skill, that is to say that it involves a whole series of lesser skills." By Broughton, Brumfit, Flavell, Hill and Pincas (2003: 89). Despite importance, reading constitutes a complex skill, so it takes times for students to learn it. Reading is a form of non verbal communication. Reading enables students to understand and comprehend language through form like text passage. But some students thought that reading is perhaps the most difficult language skill to learn. However, in Indonesia the difficulties in mastering reading are influenced by many factors, one of them is teaching technique.

In teaching reading teacher should make the students more active in accordance with the purpose of learning. Teachers are required to be able to control and lead the classroom activity effectively. To make a good and active classroom condition come true, teacher is suggested to have some techniques in teaching reading, such as discussion. This technique can make students become more active and make classroom ambience controlled as appropriate with the purpose of learning. Discussion technique can collaborate with small group method to support children as readers and thinkers.

....specifically, small groups that will help children to: a) read with engagement and enthusiasm, b) read strategically, c) engage in meaningful, invigorating conversations about books, d) read fluently and with expression, e) read increasingly more challenging text. Serravallo (2010: 3)

But in fact, students still have problem in focusing the lesson. Because of some factors, there are the personal condition of the student, technique or method of teacher's ways in teaching-learning process, and the situations of classroom. That can causing influences in understanding the lesson by students. If students not focus on the teaching learning process it would give bad impact for students itself. It is observed that discussion technique effects increasing the academic success in addition to the social and intellectual abilities of the students. By seeing the problem, it is important that studying English especially reading should be conducted. The writer hopes that there will be an improvement in teaching of English.

English teacher in SMP MURNI 1 Surakarta also using techniques of discussion in learning English. The teacher believe that discussion very suitable for making students more active in teaching and learning activities. That's why teacher choose discussion technique to improve student's English skill

Based on the background above, the writer tries to raise the case of her thesis entitled ; THE IMPLEMENTATION OF DISCUSSION IN TEACHING READING AT THE SEVENTH GRADE OF SMP MURNI 1 SURAKARTA YEAR 2014/2015.

## **B. RESEARCH METHOD**

This research belongs to descriptive qualitative research. The research purposes are to describe the implementation of discussion in teaching reading at seventh grade of SMP Murni 1 Surakarta year 2015, and to describe the problem faced by the teacher in implementing the discussion in teaching reading at seventh grade of SMP Murni 1 Surakarta year 2015. The subject of the study of this research are the teacher and the seventh grade students of SMP Murni 1 Surakarta in teaching – learning process of reading using discussion technique. The object of the study is the teaching – learning process of reading comprehension using discussion technique. The researcher gets the data of the research from event, informant and document. The method of collecting data are observation, interview and documentation. The method of analysis data are data reduction, data display, and conclusion and verification.

## **C. RESEARCH FINDING AND DISCUSSION**

### **1. Research Finding**

In research finding, there are some dimensions found in the field that need to be presented. The research finding is divided into two; the implementation of discussion in teaching reading and the problem faced by the teacher.

#### **a. The Implementation of Discussion in Teaching Reading**

In analyzing the data, the writer explores anything happened during the observation and interview. The observation was conducted for a week in two times; Wednesday (May, 20 2015) and Thursday (May, 21 2015). In Wednesday the researcher observed one class only, while in Thursday she took two classes of seventh grade of SMP 1 Murni Surakarta. Every meeting focused on discussion technique which consists of pre-discussion activities, whilst discussion activities, and post discussion activities.

The investigation about this techniques includes:

#### **1) The Objective of Learning**

Learning objective found in the lesson plan, are some learning objectives in teaching reading by discussion technique. First, the general learning objectives are giving respond in reading comprehension that is a narrative written text. Second, the specific learning objectives are to identify the information in the text, to find out the answer of question based on the text, to share the result of the answer with their partners in group and to discuss the answer with friends and teacher in class.

Based on the observation, the writer found that the first observation in 7c class (May, 20 2015) had conducted the discussion about narrative text exercise with their own group. The students was also responding and answering the narrative text exercise in discussion with their friends and the teacher in class. In the next observation (May, 21 2015) the students of 7a had finished the discussion about narrative text exercise with their own group. They was responding the reading comprehension exercise in class with their friends and teacher. The last observation was in the same date but with different class, it was in 7b (May, 21 2015). The specific objective was to find out the answer of question based on the text done by the students. Then shared the result of the answer with their partners in group. They also discussed the answer with their friends and teacher in class.

## 2) The Material

The materials used by the teacher and the students are handbook for seventh grade students. The students borrowed the handbook from school, but the students did not have worksheet by themselves. At school, teacher had to find the materials to got some references. The teacher used handbook entitled “Smart Steps. The Smartest way to Learn English. An English textbook for Junior High School”. Some reading comprehension exercises from last year by school and reading comprehension exercise from the teacher is also used to prepare the students examination in June. Teacher also asked the students to always remember to bring the dictionary.

### 3) The Procedure of Discussion

Based on the observation of the implementation of discussion in teaching reading, there were three steps to conduct the classroom activities, includes pre-teaching, whilst teaching, and post teaching. Pre- teaching is the early steps to start the lesson. The teacher usually opens the class by greetings, students attendances, explaining about the material and brain storming. While in the whilst teaching, the discussion activities happened. The procedure of discussion among others are pre-discussion, whilst discussion, and post discussion.

#### a) Pre- teaching

The first steps to begin the learning activities is pre-teaching. Based on the observation, in class 7c, 7a, and 7b mostly the teacher opened the learning class with greetings. Based on the observation in class 7c, the teacher tried to encourage the students to remember what they have learned at the previous meeting. The teacher drew students attentions with a question that could make the students interested in reading the material summary. Ms. Sari asked questions to stimulate students memories in the narrative material last week. Like, "What is narrative text? apa teks naratif itu? Hayo siapa yang tahu?". And then she explained about the narrative text and corrected the students response. Teachers also gave some examples of narrative story titles. After that she attracted students to ask questions, such as, "apakah ada yang perlu ditanyakan?".

#### b) Whilst teaching

Whilst teaching is the point of the learning in classroom activity. According to the material being studied, the discussion activities, has the following process: pre-discussion activities, whilst discussion activities and the last is post discussion activities.

##### (1) Pre- discussion activities

In the first observation in class 7c (May, 20 2015), the teacher, Ms. Sari, conveyed the topics to be discussed, that was a narrative text.

The teacher provided a short explanation about the narrative text as well as gave an example. Actually the narrative material had been taught in the previous week. So in this class the teacher guided the students to discuss the narrative exercises in group. In the second observation (May, 21 2015) in first class Ms. Sari also gave the same exercise from the same books and pages, it was about narrative text. She also did the same steps to start the discussion before. The last observation was at the same day but different class. It was in 7b class. Ms. Sari provided reading comprehension exercises that was the previous exam sheet by school. She did not explain about any materials, but she gave some examples from the questions. And she also reminded the students about tricks to answer the question of reading comprehension.

## (2) Whilst Discussion Activities

In first and second observation, class 7c and 7a, she began to explain about narrative exercises instruction carefully. The text was about short narrative story without title, adapted from Goodnight Fairy Stories in “Smart Steps” handbook. And then she instructed the students to begin reading text and answered the question in each group. The difference between first and second observation are the teacher gave full attention in class 7c. She observed the groups discussion several times. It was because the students in class 7c was over-active. They were so noisy. So, the teacher had to handle the situation of discussion. That was why the teacher gave more attention to this class as compared to class 7a. Though class 7a and 7c was provided with the same material, but they had different class situation. In class 7a the students were active too, but they were so calm and did the discussion very well. So, the teacher only observed each group once in a while because she knew that every member of discussion in each group was participated.

For example like in the question number six;

6. The wife took half and cooked it porridge. “it” refers to...

The students : “ bu, mau tanya.. porridge itu artinya apa, bu?”

The teacher : “apa kamu tidak membawa kamus? Coba dicari dalam kamus kalian masing-masing. Ayo. Let’s open your own dictionary.”  
 The students : “yes maam...”(together)  
 The teacher : “sudah? Kalau sudah apa artinya?”  
 A student : “artinya bubur, bu..”

Based on the observation, a student of 7c asked a question to the teacher about the meaning of a word and the teacher was urging the students to open the dictionary. It means that the teacher and students were in the interactive learning activity. The students were active to ask a question, and the teacher gave responses to make it clear.

### (3) Post Discussion Activities

In the first observation (May, 20 2015) in class 7c, the teacher collected the worksheets of each groups. Then she clarified the students results. But she was not asking some oral questions to member of groups because of the timing of the reading class is finished. So, the teacher gave homework to do next narrative exercise. While in second observation (May, 21 2015) in class 7a, the teacher did the same things that was collecting the groups worksheets. She was also giving comments and clarification to students results. She was giving several oral questions to members of group randomly to check the students’ comprehension. In the last observation, that was in class 7b, the teacher also collected the groups worksheets for scoring. She did not give the home work, she just gave several oral questions to students who had bad score in daily examinations.

#### c) Post teaching

Based on the observation, the teacher mostly closed the teaching activities by greetings and questions. For example in class 7a.

The teacher : Any questions about materials today?  
 The students : No maam...  
 The teacher : well, because the time is over, let’s close this lesson with say hamdallah together.  
 The students : Alhamdulillahirobil’alamiin..  
 The teacher : good afternoon and Wassalamu’alaikum wr.wb.

The students : Wa'alaikumsalaam..

Based on the observation, the researcher summarized that the teacher has an important role in controlling and observing the groups to make sure that all member were participating in discussion activity. Procedure of discussion was needed to manage the discussion steps in learning development. For a first year students, discussion helped to answer the question easier. They can sharing the answer with their members in their own group without embarrassed one each other in whilst discussion activities. The teacher also given responses and clarifications if the students asked a question or did debate in presentation with other groups in class discussion.

b. The Problem Faced by the Teacher

1.) The Techniques

To make students pay attention to teaching learning process, teachers should use variational methods and techniques. So the students will not be bored with teaching learning process. The teacher believe that the problem can be solved by discussion techniques. The teacher explained that by using the techniques of discussion on reading comprehension, students can communicate and exchange ideas with their own group, and there will no cheats again.

2.) Classroom Management

Based on the observation, the teacher explained that the bad classroom situation often occur. Such as a classroom situation becomes uncontrollable, boisterous, students chatted with their friends, students became saturated and the students were not active in the discussion. That is caused by the technique used by the teachers that was not appropriate, students bad habits, lack of student awareness of the importance of a lesson, or even student saturated in these subject.

### 3.) Timing management

Time management is quite influential in the success of teaching and learning activities. In the second and third observation (in the same date May, 21 2015), the teacher successfully manage the time, so that was enough time to use to convey the material until finished. In the second observation, teachers was lack of the time because the conditions were very boisterous and noisy class. Class 7c students in the classroom activity was hard to be controled, because it was their characters that tends to be unmanageable and overactive, so the teacher needed more time.

### 4.) the Students

The researcer : Dalam penggunaan teknik diskusi, bagaimana tanggapan siswa, bu? Apakah efektif?

The teacher : kalau tanggapan siswa relatif, sih, mbak. Seperti biasanya, banyak yang aktif, ada juga yang tidak. Ada yang pendiem dan pemalu, ada juga yang ngobrol terus. Tetapi sebagian besar senang-senang saja. Kan, mereka menjadi tidak jenuh dalam belajar. Mereka bisa saling bertukar pikiran dalam menjawab soal. Menurut saya, teknik ini cukup efektif untuk menghilangkan kebosanan siswa dalam suatu pelajaran dan dapat mengatasi kesulitan pada siswa yang pemalu sehingga dia bisa bertanya sama teman dekatnya.

Based on the interview above, the teacher explained that each students had different capacities to receive a lesson. There were active students, and some were passive. Many students could understand the lesson easily, but not a few were very difficult to understand and require a long time in every lesson. The problems arised was most commonly in the first observation, the class 7c. Because the character of the students were more energetic and overactive. They were tend to talk often so that they could not focus on the material. This case made the teacher overwhelmed in overcoming them. While in the second and third observation, classroom atmosphere could be controlled because the students were not very active. Students in 7a class, had active character with a conducive situation and fun class. In class 7b, the situation was favorable enough, but students rarely asked a question. In this class the teacher seeks to lure student activity by asking questions randomly.

## **2. Discussion**

Based on the writer's observation in implementing discussion in teaching reading at seventh grade students of SMP 1 Murni Surakarta, she finds some research finding as follows;

The material used by the teacher was suitable with the topic, but the students had not a lot of material references, they just depend on handbook borrowed by school. The teacher had good initiative to find the last year exam papersheets to increase the reading comprehension in preparing the next exam. In research finding, the writer also found two goals in objective of learning. Two goals can be found in the lesson plan, from three meeting that the writer had done. The teacher have effort to complete her objective in implementing discussion in teaching reading based on the lesson plan. The result is the objective of learning was complete enough.

Secondly is the material. The material used by the teacher and students was the same handbook borrowed from school. But the teacher tried to search variety of material from last year exam papersheets. Here was an attempt by the teacher to get a variety of reference materials. The teachers did a good action by reviewing the material from the beginning to the end in reading comprehension by discussion technique. Thereby, the material presented will be remembered by the student. But the students must have a lot of reference material. Although they already got handbook and notes from teachers, they should also be given the material beyond to increase knowledge of their material, for example, a summary sheet of material from various sources from the internet.

The last is about the procedure in the implementation of discussion in teaching reading. From the observation, the teacher use the effective discussion-based teaching. The process of the discussion consists of pre-discussion activities, whilst discussion activities, and post discussion activities. The procedure is appropriate and acceptable in the discussion activity. The classroom activities shows that the teacher applied the clear implemented discussion process. In pre-discussion activities the teacher completely did the steps in each classes. In the whilst discussion activities it also delivered clearly, though the teacher provided different materials in one class. But in the post discussion activities was unclear because of some factors.

From the observations, the writer found some differences in each meeting. In second and third observation, in 7a and 7b, the teacher used the technique completely. In 7a and 7b, the teacher provided different material, though she still used the same

technique that was discussion in the teaching reading. But in the first observation in class 7c, the teacher did the discussion process uncompletely because of the timing management. Whereas the first and second observation in 7c and 7c the teacher provided the same material. It shows that the 7c classroom activity was overactive and powerful students, so she needed more time to finish the exercises.

Discussion could be implemented by grouping, worksheets, problem-solving ability and understanding ability in procedure of discussion in reading comprehension. It agrees with Henning's statement that,

“more specifically, discussion-based teaching has led to gains in general subject mastery, reading comprehension, conceptual understanding, problem solving ability, moral development, attitude change and development, and communication skills.” Henning, (2008: 2).

From the research finding and discussion above, the researcher can conclude that the implementation of discussion in teaching reading mainly was complete enough. Largely students understand the lesson, because in the discussion activity the smartest students can help their friends who had bad reading scores. Even so, the teacher should give motivations to every students because examination is getting closer.

The problem faced by the teacher in implementing discussion in teaching reading are the technique, classroom management, timing management and the students. In classroom management, the teacher had some problems, because each class that contains approximately 30 students would be difficult to control. But the teacher had her own way to deal with that problems arised in the classroom. This is a good step to solve the problem effectively. Timing management was also one of the problems that the teacher faced. Because the classroom condition which was not conducive could affect the timing of the discussion process. When the teacher could not control the conditions of the class, then automatically it prevented the implementation of a predetermined time.

#### **D. CONCLUSION**

After describing and analyzing the data, the writer draws conclusion based on the observation and interview of the implementation of discussion in teaching reading at seventh grade students of SMP 1 Murni Surakarta, the writer conclude this study as follow:

1. The implementation of discussion in teaching reading which has been applied in seventh grade students of SMP 1 Murni Surakarta is resolved well enough. The

process of discussion consists of pre-discussion activities, whilst discussion activities and post discussion activities. Each aspects of the process of discussion finished clearly.

2. The problems faced by the teacher in implementing the discussion in teaching reading are the techniques, classroom management, and timing management. The internal factors are the inside characteristic of the students, such as noisy, cheating, etc. It is reasonable because they are not mature enough and tend to be childish. they still love to play and ignorant. That it is difficult to control. It needs more attention from the teacher

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