

THE USE OF COOPERATIVE LEARNING IN SMALL GROUP DISCUSSIONS IN GENRE-BASED READING CLASS

(A Classroom Action Research to the Second Semester Students of English Department, Faculty of Teacher Training and Education of Pancasakti University in the Academic Year 2015/2016)

Anin Eka Sulistyawati

English Education Department, University of Pancasakti Tegal

Email: anintyasuli@yahoo.com

ABSTRACT

This research belongs to the classroom action research (CAR) that purpose to improve the students' reading 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 planning, acting, observing, and reflecting. The first reflection was used to monitor the weaknesses gained in the cycle 1 to be improved in cycle 2. After completing the cycles, it showed that there were significant improvements of the students' reading 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 enhanced students' interest and awareness from cycle 1 to cycle 2.

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

I. INTRODUCTION

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 the important role for language acquisition. The more students read; the better they get new information. By reading, students get some positive effects on their vocabulary knowledge, spelling, and writing skill. Lecturers can use the reading materials to demonstrate the way to construct sentences, paragraphs, and whole texts. It helps them to convey their idea to the students although, teaching reading has many obstacles.

Teaching reading 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 out many new words because of their lack of the vocabulary items, moreover if the passage was quite long. Second, English is a foreign language for Indonesian students. Thus, they rarely hear and use it in their daily activities. They just learn and practice it at school, not in their daily life. Hence, it leads them to face some difficulties to master grammatical rules and idiomatic expressions taught. Third, many students, even the English Department students, have less motivation to study this new language because they actually are not interested in it.

The teaching method of 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 idiomatic expressions, etc. They only listen to their lecturer's explanation and do the exercises given, and then the class is over. This becomes a very serious problem both for lecturer and the students since it also makes the lecturer gets lack of creativity to teach reading.

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 Discussions in teaching Genre-based reading class. Cooperative Learning 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 (Johnson & Johnson, 1999).

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 (SGD) 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?

This study is applied in a classroom action research which uses Small Group Discussion as one of the techniques of Cooperative Learning in Genre-based reading class. By using this technique, the students have a large autonomy to be active both in group and in the class (individual). They do not only participate as the silent readers, then answer the abundant questions, but also practice their speaking skills on discussing the materials.

Several strategies on developing students' ability had been done in previous researches, such as Academic Controversy (AC), Student-Team-Achievement-Divisions (STAD), Teams-Games-Tournaments (TGT), Group Investigation (GI), Jigsaw, Teams-Assisted-Individualization (TAI), and Learning Together (LT). According to Johnson et al. (1997), 'the last strategy promotes the greatest effect among the others', and the writer supposes that there are several similarities in the principles of Learning Together and Small Group Discussion.

Considering the research problems, the purpose of this study is to find out the role of small group discussion technique in teaching genre-based reading class to improve the students' reading skill. Other purposes in this study are given below:

1. To describe the implementation of Small Group Discussions in Genre-based reading class.
2. To find out in what extent the Cooperative Learning is reflected in small group discussions in Genre-based reading class.

3. To find out whether Small Group Discussion technique could enhance students' interests and awareness in Genre-based reading class.

II. UNDERLYING THEORIES

2. 1. Previous Studies

There are two researches used as the references for this study. The first was a journal written by the three researchers from University of Minnesota, they are David W. Johnson, Roger T. Johnson, and Mary Beth Stanne (1997). This study, "*COOPERATIVE LEARNING METHODS: A META ANALYSIS*", compared several techniques used in cooperative learning to gain the students' ability on learning language.

The goal of that research is 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 has been found that **Learning Together** promotes the greatest effect among the others, as shown in Table 4 below.

Table 4: 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 have on achievement and by the number of comparisons available. When the impact of Cooperative Lessons was compared with competitive learning, Learning Together promoted the greatest effect, followed by Constructive Controversy, STAD, TGT, Group Investigation, Jigsaw, TAI, and finally CIRC. 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.

Next 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 Discussions can improve the students' reading skill. The subject was the tenth grade senior high school students. After several treatments given, there was a significant progression for the students' achievement.

2.2. Underlying Concept and Theories of SGD

Cooperative Learning is the instructional use of small groups so that students work together to maximize their own and each other's learning (Robertson, 1990:5). There are a lot of techniques in this method, e.g.: Small Group Discussion (SGD), Jigsaw, STAD, etc. Based on (Nagel, 2001:17), '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'.

SGD 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. 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. It is rather different if they have to present it in their own group. Probably, they feel more open and comfortable with this situation. And related to the students' speaking and listening skill, it also follows the two conditions above. After had a long discussion, students will get more confident to present the result in front of the class since they feel secure that the rest members of their group will support and help them.

For measuring the success of applying small group discussion in class, teachers can use the indicators; Knowledge, Power, and Affection. Nagel (2001: 10) states that 'all three attributes are very important, and each interacts with other two'. 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'. There are four important goals which students achieve from discussion in small group based on Nagel:

a. Behavioral goals

Small group discussions help students to reach sequenced, organized behavioral objectives, students are expected to recall key ideas, apply rules and master skills and demonstrate their acquisition through independent performance.

b. Social interaction goals

Small group discussions intended to expand students' ability to relate productively each other. This activity permits students to interact and help them adapt to one another's personalities, ages, genders, characters, and culture.

c. Information processing goals

Small group discussions depend on strategies of information processing. 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.

d. Personal goals

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.

2.3. SGD in Genre-based Reading Class

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. 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. Robertson (1990: 195-196) stated that there are four stages in group discussions process:

- a. The orientation stage: where group members find out about one another and their place in the group
- b. The norm establishment stage: where group members test one another and teacher. Conflict will naturally happen and is an opportunity to learn problem solving and interpersonal skill
- c. The productive stage: it is the longest stage in the life of a group where group members focus both on the task and interpersonal relations.
- d. The termination stage: where group members look back at their experience together and deal with the problems of parting.

2.4. Genres

The term "genre", 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. Teaching genre in Indonesia is so popular since the government has changed the curriculum into the latest one, KTSP (Kurikulum Tingkat Satuan Pelajaran). There are several terms of genres as mentioned below:

1. 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.

2. 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.

3. 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; they are general and specific participants. General participant is a participant constructed by the grammar as referring to all

member of a class. Specific participant is a participant constructed by the grammar as having specific identifiable referent in the context.

4. Lexico-grammatical features: some features (especially about grammar) given in a certain text to make easier to be analyzed, such as tenses, processes (material, relational, identifying, etc), and conjunctions.

2.5. Reading Process

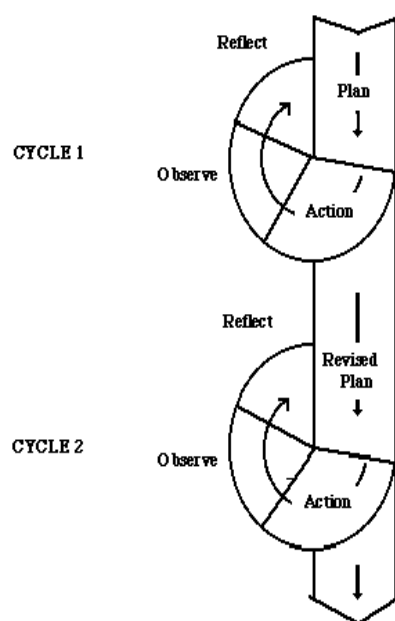
Reading process in this study is a process to gather some information from the text through conducting small group discussions. Besides employing the group discussions, the lecturer also keeps concerning on the reading principles. Reading principles mean any actions that should be done in reading activities 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, (2) reading to skim quickly, (3) reading to learn from text, (4) reading to integrate information, (5) reading to write, (6) reading to critique text, and (6) reading for general comprehension.

III. RESEARCH METHOD

This study belongs to action research which employed the Small Group Discussions as the technique. It was conducted in four steps; planning, acting, observing and reflecting. This teaching-learning process applied the scheme of action research flow which is adapted from Kemmis (1988), as follows:

Figure 1. Action research protocol by Kemmis (1988)



There were two learning cycles carried out in this study. It used 6 sessions of 100 minutes (2 SKS) to accomplish each cycle. Here, the lecturer acted as the researcher and lecturer all at once, whereas two friends of her were as the observers, as supported by Saleh (2008) that CAR must employ observers. The observers are lecturers from the similar institution. They observe the implementation of Small Group Discussion technique. This technique was applied through several stages; they are the Orientation stage, the Norm Establishment stage, the Productive stage, and the Termination stage. Besides using those stages, this study also obeyed the rule of action research flow based on Kemmis as the writer has showed it in the figure 1 above. Some further explanations of the flow above are written below:

1. Previous Reflection

In this stage, the lecturer checked the students' knowledge and understanding of several reading themes (genre) used in the passages and their activities in previous semester. The lecturer also distributed some questionnaires to them. It had some questions of their knowledge in genre as their reading activity.

2. Planning

This stage enables the lecturer as the researcher to make some preparations before conducting the research, such as the lesson plans, the materials, and also the instruments for assessing the students. A good preparation will lead the successful of teaching learning activity.

3. Acting

This is the core of the research. Here, the researcher was helped by the observers applied the small group discussions. Some treatments were given to the students, such as introducing the steps in conducting small group discussions, providing the texts, until collecting the data result.

4. Observing

This stage was done by the observers. They helped the researcher to observe the process of implementing the small group discussions technique in reading class. They also made some notes for checking the procedure of conducting the research. And to make them much easier on checking it, the researcher provided them some checklists.

5. Reflecting

It is a stage where the researcher analyzes the data result. After completing the acting stage, it could be possessed whether the treatment improves the students' ability and also enhance their interest on reading activity or not. The result itself could be used as a reflection to find out the strengths and also weaknesses of this research, so that the next researcher is able to make the next research better.

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 2015/2016 starting from February until June 2016. The subject of this research was 20 students from the second semester following English Reading class (Intensive Reading I) from class A. The data in this study were gathered from the four instruments: reading genre test, survey questionnaire on reading interest, checklist of reading strategies and observation. The validity and reliability of the instruments are described further in the followings:

1. 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. The first happened since the the subject matters tested were based on those of being learned by the students during treatment. Using 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.

2. 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 lecturer clarified that they should be honest on completing the questions with their real activity since it would not make them take any risk on their score.

3. 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.

This study employs the quantitative and qualitative analysis. In quantitative, the lecturer, as a researcher computed the data taken from the students' score in pre-test in the pre-cycle and the post test in both two cycles. After taking the data processing, the researcher would find out the mean or the average of the students' score. The mean score would be used as a result of the data and it would make her able to get the findings. From the findings, the researcher could see whether this medium, the small group discussion, had benefits or not on students' ability to understand the reading comprehension text. For the qualitative data, it was taken from the students' responses on answering the questionnaire of their activity in the small group discussion technique, the reading comprehension checklist, and the observation sheets.

IV. RESULTS AND DISCUSSIONS

4.1. Previous Reflection

For the previous reflection, the lecturer gave the students instruction to do some exercises and fill the initial condition questionnaire. Initial condition means the condition before the lecturer delivers the material. The exercises were in the form of multiple choice tasks and the time allocation was only 90 minutes. There were four passages (Descriptive, Narrative, Recount and Report) and it had five questions for each.

4.2. The Implementation of First Learning Cycle

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

1. 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, the researcher used to read test and the observation sheets.

2. Acting

This stage was conducted in six sessions of treatment of 100 minutes per each (2 credits/SKS). The treatment was implementing small group discussions in Genre-based reading class. The introduction of genre was delivered in the beginning of the session. The lecturer's explanation was as the review to remind the students about genres. The next treatment was delivering the material through a presentation. It consisted of some characteristics of the text, such as the social function, the schematic structure, and the lexico-grammatical features. The lecturer used Grammar Translation Method since she should remind the students of some grammatical structures. 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. First, **the Orientation stage**. It was a stage where group members 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. Second, **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. Next, **the Productive stage**. It 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. Fourth, **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.

3. 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. 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.

4. 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 weaknesses 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.

4.3. 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.

1. 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.

2. 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 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 discuss 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 are still same. They are: (1) **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. Thus, the lecturer did not give them any additional time to decide their roles. In **the Norm Establishment stage**, the students felt more confident to share their ideas. They, even, did not feel shy and afraid to make errors in grammar and pronunciation. When they faced some difficulties, they asked the lecturer to give them some idea. After that, there was **the Productive stage**. It was the longest stage since they focused both on the task and interpersonal relations. The lecturer reminded their time allocation and their notes as the result of their discussions. The last was **the Termination stage**. In this stage, the competition ran more tightly than the previous cycle. There were two groups that could reach the same score but they had different time constraints. Thus the lecturer gave the additional score for those who could submit the discussions' result more

quickly. In the end of the session, she distributed the participation in group discussion checklist.

3. 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.

4. Reflecting

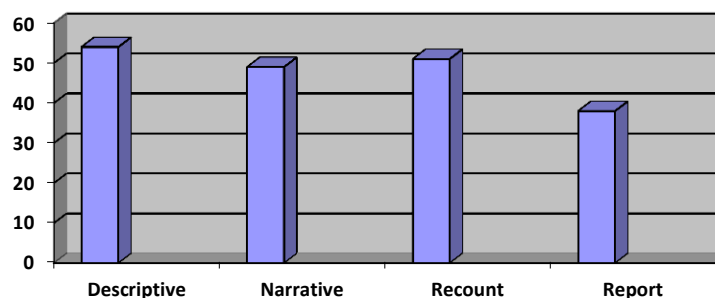
It was conducted based on the result of data analysis from observation and evaluation. After the data had gathered, it could be used as the findings in this cycle. The findings, then, was used to find out the result.

4.4. The Result and Analysis of Pre-Cycle

1. Pre-test (Reading Comprehension Test)

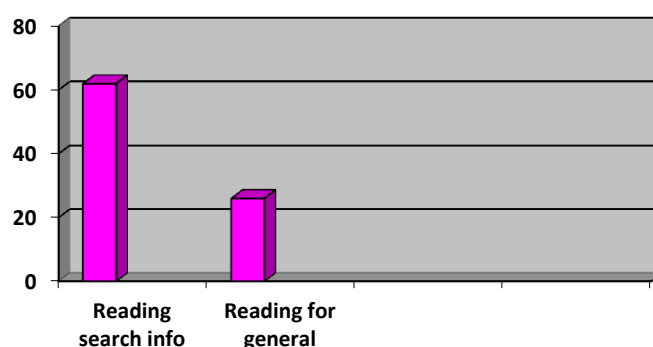
The result of the pre-test in pre-cycle could be seen in the chart 1 as follows:

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



The result, 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. It could be concluded that the students had many difficulties on understanding the whole text and felt much easier to search some simple information.

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. 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.

2. Questionnaire of the Initial Condition

There were seven questions in the initial condition checklist. All students had ever learned Genre when they were still in the Junior and Senior High School. However, none of them knew the Genre very well. 12 students (60%) knew the characteristics of Descriptive text, only 7 (35%) students knew Narrative text very well, 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.

3. Questionnaire of the Students' Interest and Awareness

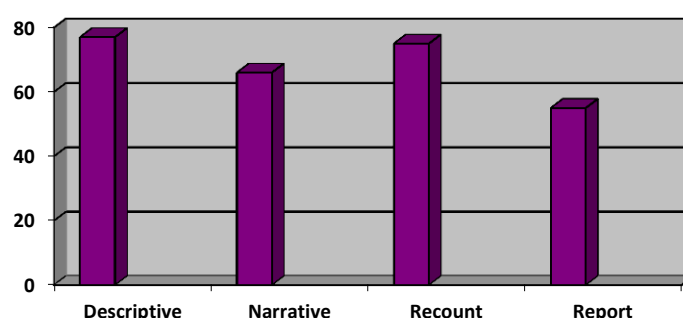
In this pre-cycle, more than 50% of the total students stated they did not really like to read genre texts (a little), only 7 students (35%) stated that they were good readers (some). Next, those who thought that genre based reading was not easy (a little) was 13 students (65%), and 11 students (55%) 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).

For the essay questionnaires, 9 students (45%) chose Recount text as their favorite genre, 6 students (30%) liked Narrative text, 5 students (25%) chose Descriptive text, and none loved reading Report text. For the application of group discussions technique on genre based reading, 16 students (80%) did not answer this question. 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.

4.5. The Result and Analysis of First Learning Cycle

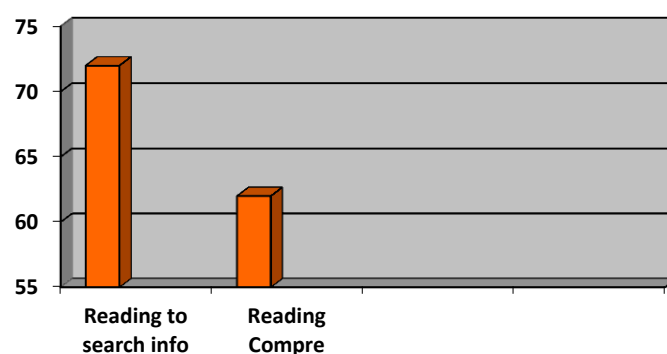
1. Post-test

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).

2. Checklist Participation in Group Discussion

During their discussion in groups, they should monitor their own participation and other members in their group. The checklist should be filled honestly and the lecturer convinced them that it did not influence their score, thus they were not 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.

3. 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.

4. 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.

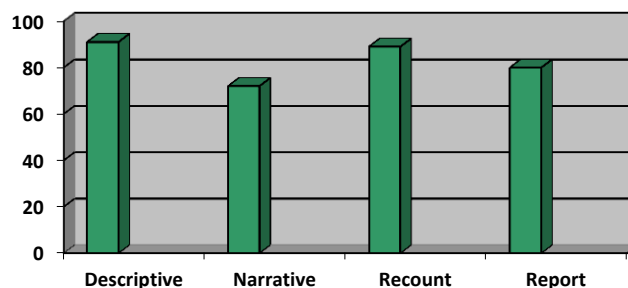
During reading session, she distributed the reading text to each group. Next, she gave them some information about the rules and stages needed in holding small group discussions. While the students were doing the discussions, she observed their participation in group and gave the participation in group 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.

4.6. The Result and Analysis of Second Learning Cycle

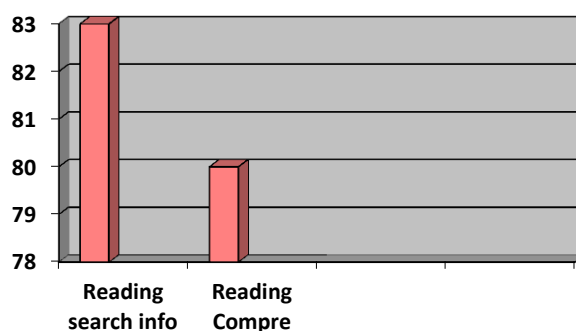
1. Post-test

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.

2. 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: 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.

3. Questionnaire of Students' Interest and Awareness

After the lecturer applied 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.

4. Observation Sheet Analysis II

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.

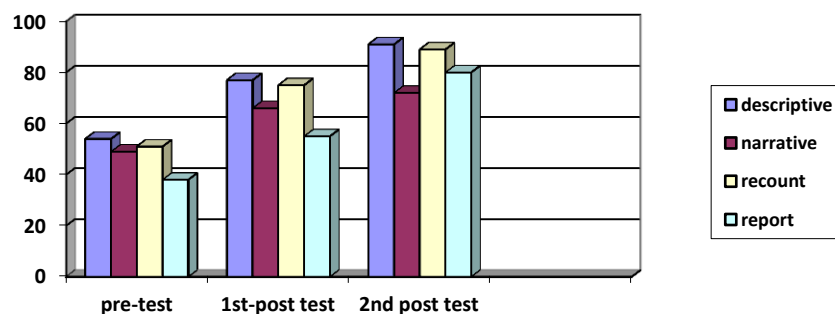
In post-reading, the lecturer asked the students to answer the questions orally and directly by pointing to one of them to make it short in time. There was also a discussion to correct the wrong answer. Before she gave them the score they gained, the lecturer gave some information related to the text 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.

4.7. Intercycle Analysis

1. Genre-Based Reading Tests

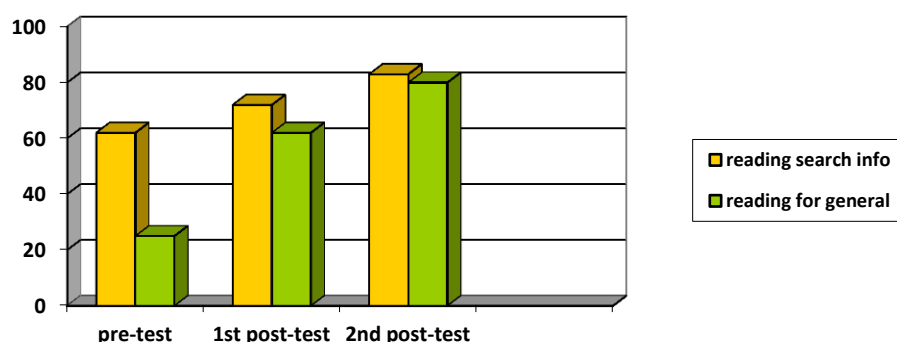
The students' average scores of genre-based reading tests of pre-cycle, first and second cycle can be seen in the following chart 7, while the average score for reading purpose can be seen in chart 8.

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 posttest 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. It changed into 50% in the second cycle. For their personal activity, there were 12 students said they listened to the other members in the group discussions in cycle I, however, there were 13 students did it in the second cycle.

3. Questionnaire of Students' Interest and Awareness

Students mostly stated they did not really like to read genre texts in the pre-cycle. But in the first cycle there were 45% students 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.

V. CONCLUSIONS AND SUGGESTIONS

After completing the research in a single semester, several conclusions are employed here. First 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. 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.

Furthermore, the researcher wants to give some suggestions to those who have much attention to this research to do the next research to apply this technique in another reading class. The researcher also expects that the next researcher would like to combine the small group discussion technique with another assessment technique, such as peer assessment to get another finding.

REFERENCES

- Brown, H. Douglas. 2004. *Language Assessment (Principles and Classroom Practices)*. New York: Pearson Education.
- Djuhari, Otong Setiawan. 2007. *Genre (Dilengkapi 700 Soal Uji Pemahaman)*. Bandung: Yrama Widya
- Grabe, William and Fredericka L. Stoller. 2002. *Teaching and Researching Reading*. London: Pearson Education.
- Grellet, Françoise. 2001. *Developing Reading Skills*. Cambridge: Cambridge University Press.
- Harmer, Jeremy. 2007. *How to Teach English*. Essex: Pearson Education Limited.
- Hartono, Rudi. 2008. *English Text Types*. Semarang
- Johan, A. Ghani. 2008. *An English Course (Focused on Reading and Translation Ability)*. Yogyakarta: UNY Press.
- Kemmis, S., Robin. 1991. *The Action research Planner*. Geelong : Deakin University Press.
- McNiff, Jean. 1998. *Action Research; Principle and Practice*. New York Routledge.
- Nagel, Greta K. 2001. *Effective Grouping for Literacy Instruction*. USA: Abacon
- Saleh, Mursid. 2008. *Enam Tradisi Besar Penelitian Pendidikan Bahasa*. Semarang: Universitas Negeri Semarang Press.
- Robertson, L. 1990. *Cooperative Learning ala CLIP*, in M. Brubacher, R. Payne and K. Rickett (eds) *Perspectives on Small Group Learning*. Oakville, Ontario: Rubicon.
- Tuckman, Bruce W. 1978. *Conducting Educational Research*. USA: Harcourt Brace Jovanovich Publishers.