

**TEACHING READING COMPREHENSION THROUGH
GROUP PRESENTATION AT SENIOR HIGH SCHOOL**

PAPER



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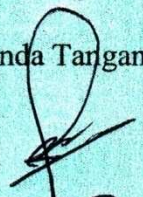

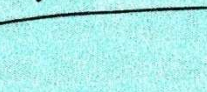
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ABSTRAK

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Kemampuan berbahasa meliputi speaking, writing, listening, dan reading. Dari keempat kemampuan tersebut yang sering mengalami kendala adalah kemampuan reading. Kesulitan tersebut muncul karena disebabkan oleh beberapa alasan, diantaranya kurangnya keinginan atau minat siswa untuk membaca dan strategi pengajaran oleh guru bahasa Inggris itu sendiri. Dalam makalah ini penulis akan memperkenalkan sebuah teknik dalam mengerjakan *reading* yaitu dengan menggunakan *Group Presentation*. *Group Presentation* merupakan aktifitas yang dapat membantu siswa lebih aktif dan mengembangkan kemampuan siswa dalam membaca kritis. Pengajaran pemahaman membaca melalui teknik *Group Presentation* ini melibatkan siswa berfikir dan bekerjasama dalam suatu kelompok. Sehingga siswa dapat melatih pemahaman membaca mereka dan saling bertukar pikiran dengan anggota kelompoknya. Penulis berharap semoga pembahasan dalam makalah ini dapat memberikan kontribusi bagi guru dalam mengajarkan *reading* dan bisa meningkatkan minat siswa dalam membaca.

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Above all, the writer would like to dedicate her deepest thanks to her beloved parents’; for my beloved Papa Mayusmar, M.Pd, and my beloved Mama

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This paper is still far from being perfect. Therefore, the writer welcomes any constructive critics and suggestions from the readers for the improvement of the paper. Thank you very much.

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TABLE OF CONTENTS

ABSTRACT	i
ACKNOWLEDGMENTS	ii
TABLE OF CONTENTS.....	iv
CHAPTER I INTRODUCTION	
A. Background of the Problem	1
B. Identification of the Problem.....	5
C. The Limitation of the Problem.....	5
D. Formulation of the Problem	6
E. The Purpose of the Paper	6
CHAPTER II REVIEW OF RELATED LITERATURE	
A. The Nature of Reading	7
B. The Nature of Reading Comprehension.....	8
C. Teaching Reading At Senior High School	9
D. The Nature of Group Presentation	12
E. The Activity of Group Presentation	14
CHAPTER III DISCUSSION	
A. Preparation	17
B. Teaching Model	18
C. The Advantages of Group Presentation	23
CHAPTER IV CONCLUSION AND SUGGESTION	
A. Conclusion	25
B. Suggestions	26
BIBLIOGRAPHY	
APPENDIX	

CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is an important skill that all people need to have in order to be successful in accessing information. In reading people do not only need to recognize and read the printed-words on the page, but they also need to comprehend what those words mean as a whole. Reading itself holds very important role to get in touch with English because a lot of media and technology devices are written in English. So on this ground people can feel that how important the ability to read English in this communication era is.

As people (students) learning English, they are learning about the language skills. In reading a certain text someone should have prior knowledge, interest and awareness to understand the messages or ideas displayed in the written text (reading). The way someone reading also determines his or her proficiency or comprehension- whether he or she read seriously, knowing the strategy of good reading, and choosing the reading material based on his or her need. Anyhow someone should keep in his or her mind that reading as his or her need because without reading they will be poor in information, ideas, news, stories, and also in thinking quality.

Teaching reading at schools has been assigned by school curriculum. Today school curriculum is recognized with KTSP or *Kurikulum Tingkat Satuan Pendidikan*. In KTSP, reading is taught on genre based approach at Junior and

Senior High Schools. Teaching reading at Senior High School, students are expected to understand, even comprehend many kinds of text, such as: narrative, exposition, explanation, discussion, descriptive and so on.

Teaching reading should be integrated with other skills such as listening, writing and speaking, because this can make better comprehension for the learners (students). So in learning process the students not only given knowledge about the content of the text but also the genre itself such as the generic structures, the language features, and the social functions of the texts.

In writer's experience (based on her observation at several schools such as at SMP Negeri 1 Batusangkar), she founds that many students get problem in reading. This might be caused by several factors such as limited vocabulary, low reading interest and motivation, poor reading strategy and poor reading teaching method, etc.

The writer assumes that there are some factors why the students inabilities to read. The factors may come from the students themselves (internal factors) and from the outside of the students (external factors). Internal factors are something that influence the success of the students in reading from the students themselves. First, students lack of motivation and interest in reading. It can be caused by the use of inappropriate materials, strategies and method in teaching reading.

Then, the students have difficulties to understand words and sentences in the text because they have limited vocabulary that they depend on dictionary only. The failure to understand words and sentences in the texts also can be caused by the lack of linguistic knowledge, learning strategy and discourse knowledge of the

students. Mirriam (2000) says that to get the good result in reading text, the students should have a strategy in order to be more confident in acquiring reading skills. In conclusion, the strategy could make the students able to comprehend reading text easier.

The external factors come from teachers' side. In teaching and learning process a teacher is a model for the students. The success of students in learning process is mostly determined by the teacher's ability to select and use materials, method and media. In this case, reading method is the most important thing to be prepared. Some of English teachers know some methods for English learning process but they cannot apply them properly. As a result, the target in learning process cannot be achieved.

A teacher does not only prepare the method of teaching to make the students active and interest the students' enthusiasm to read the text but also uses appropriate materials that will be present to the students. In choosing materials, the teachers have to determine students' level and students' need. In fact, most of teachers did not really consider the students' level and also their interest in choosing materials that will be presented to the students, so that they get bored easily in learning. However, the teacher is hoped to improve their ability in choosing the materials in order to balance between students and materials.

The last is majority of the teachers do not use media properly in the classroom. Their media was not interesting and did not help the students to understand the reading content often the teacher made very small media and then put them in the blackboard. As a result, the students who were sitting at the back

could not see media well. This kind of media seemed useless in the learning process.

As it is mentioned above to see this phenomenon the English teachers have responsibility to improve students reading ability. Possibly there are several good methods or strategies to improve students' interest in reading. For example by providing those with interesting reading materials, such as; story books, magazine, newspaper, cassettes, etc. The others method is encourage the students to find sources from electronic media such computer program and internet. Then some others provide the school extracurricular such as English club, English debate, English boarding magazine, also teaching English by using group presentation, etc, on the reason to improve student's ability especially the reading ability.

As a matter of fact, there are several good methods or strategies can be done to solve reading problem. The writer decides to choose group presentation since this technique will give good challenge to enhance students' social or peer cooperation and also can encourage students to be active readers and enhance their comprehension. This method will be applied for Senior High School students in third grade at SBI Senior High School.

Group Presentation empowers students to be able to express their thoughts and feelings articulately through group language. The teachers can effectively model an interesting, expressive language for students to emulate. New vocabulary can be introduced and easily comprehended within a reading text. In group presentation, the teacher will give a reading material for the students

and they will discuss the material with their groups. The students can deliver their presentation by using media such as: visual aids, note or power point.

B. Identification of the Problem

Actually there are some problems found in teaching reading at Senior High School. The problems may come from the students themselves (internal factors) or from the outside of the students (external factors). Internal factors are some things that influence the success of the students in reading from the students themselves. External factors are some things that influence the success of the students from the outside of students.

C. Limitation of the Problem

As mention above there are several aspects that might influence the students' comprehension in reading an English text. In this paper the writer will be focused on the external factors that influence the success of the students in comprehending and understanding a text. One of these strategies is by using group presentation as a solution to improve Senior High School students in reading comprehension. However, in this paper the writer limits her paper by using narrative text.

D. The Formulation of the Problem

The writer formulates the problems into: “How can the group presentation be applied in teaching reading comprehension at senior high school?”

E. The Purpose of Writing this Paper

The writer hopes this paper could be useful for educators (English teachers) who have responsibility in planning and developing the English lesson especially in teaching reading in the classroom. The writer also hopes this paper could be useful for the students and they can be interested in reading English. So that, they can improve and develop their reading ability.