

ABSTRACT

Wati, Afitri Rahma. 2015. Synthesizing in Small Group Discussion to Improve *the Students' Reading Comprehension to the Eleventh Grade Students of MA Al-Mawaddah* in Academic Year 2014/2015. Thesis. English Education Department Faculty of Education State Islamic College of Ponorogo (STAIN Ponorogo). Advisor: Tintin Susilowati, M.Pd

Key Word: Reading, Teaching reading Comprehension, Synthesizing in Small group discussion

Reading activities has some benefits in our daily life. But most of the students were not interested in reading, especially in reading English text. The reason is that they have any difficulties in comprehending and understanding the text. Synthesizing in small group discussion will help the students to comprehend the text and make the teaching and learning reading comprehension more interesting and fun. The statements of the problem of this research are: (1) How can synthesizing in small group discussion improve the students' reading comprehension to the eleventh grade students of MA Al-Mawaddah in academic year 2014/2015? (2) What are the strengths of synthesizing in small group discussion in improving the students' reading comprehension to the eleventh grade students of MA Al-Mawaddah in academic year 2014/2015?

This study was Classroom Action Research (CAR). The researcher applied the method directly in the class to measure the students' achievement and to know that the treatment could improve the students' reading comprehension. The researcher used Kemmis and MC Taggart's models of CAR. The data are collected through observation, questionnaire and assessment. This research was conducted in MA Al-Mawaddah Jetis-Ponorogo as long as two cycles. The researcher took IX IPS A class as the subject of research, which consist of 31 students.

The research findings show that, the use of synthesizing in small group discussion can improve the students' reading comprehension, the result of the research could reach the criteria of success, as the standard competency of reading comprehension is 75. The result of students' achievement was improved. In the first cycle 66,67 % students pass the target score and improve 96,30 % in the second cycle. Furthermore, the students' activeness and interest was improve in the second cycle. Then, there is significant improvement in students' reading comprehension. It also motivates the students to have interest on reading activities.

CHAPTER I

INTRODUCTION

A. Background of the Study

There are four skills have to be involved in learning English. They are listening, speaking, reading and writing.

Patel and Praveen states in their book, English language Teaching (Methods, Tool, and Technique) that reading is most useful and important skill for people. This skill is more important than speaking and writing. Reading is a source of joys. Good reading is that which keeps students regular in reading which provide him both pleasure and profit.¹ That is why teaching reading is important for the students.

Based on the observation in Al-Mawaddah during night study time, the researcher found that some of the students in MA Al-Mawaddah don't like reading. The most of obstacle is because most of the students don't understand the meaning of the text. And in their perception, the reading is such as boring activity. Therefore the teachers have the duty to make it more interesting to the students. And make the students aware that reading is important.²

Smith argues, "The most effective means of helping children of all ages who are in difficulty is to show them that reading is not a painful and pointless

¹M.F. Patel and Praveen M. Jain, English Language Teaching (Methods, Tools & Techniques), (Jaipur: Sunrise Publishers & Distributors, 2008), 113.

²Look at transcript of documentation in appendix,01 /O/27-I/ 2015.

exercise and that learning to read is well within their grasp”.³ In addition the teachers have to find the strategy that compatible to improve the students reading skill.

As proficient readers read, they continually fold their ideas together to create the greatest understanding possible. They use their knowledge and their reading to synthesize the information and ideas at hand. When proficient readers finish a text, they can tell you, in a few words, what the text is mostly about and what the ideas are presented. This reading skill is quite complex, as synthesizing information demands that readers constantly revise their thinking as they read. When readers synthesize information, they can put down a text and feel like they own it, meaning that they are able to have an informed and deep conversation about the whole text.⁴

Synthesizing is the process whereby a student merges new information with prior knowledge to form a new idea, perspective, or opinion or to generate insight.⁵ The students can reveal their own opinion in comprehend the text. They can combine their own opinion and the information that got from the texts. It is good to give the students many texts that got from many resources. So it can improve their knowledge and their deeper understanding.

When the students get some information and the knowledge from many resources, it would be nice to share it with their friends. It will interest the

³ Susan Lenski, Jill Lewis, *Reading Success for Struggling Adolescent Learners*, (New York: The Guilford Press, 2008), 118.

⁴ Sarah Daunis. Maria Cassiani Iams, *Text Savvy: Using a Shared Reading Framework to Build Comprehension GRADES 3–6*, (USA: A division of Reed Elsevier Inc., 2007), 27-28.

⁵ Shannon Bumgarner, Ohio Resource Center for Mathematics, Science, and Reading: Synthesizing, (online), (http://ohiorc.org/adlit/strategy/strategy_each.aspx?id=000002), accessed 5th of January 2015.

students in reading activity. Sometimes, friends' explanation is easier to understand than teachers' explanation.

Talk-in a large group, in a small group, or between partners is one way for readers to express their ideas and thoughts about a text and strengthen their understanding of a text. When readers synthesize as they read, their talk will be about ideas, wonderings, and theories about the heart of the text. Readers can talk about ideas from a text, but they really can't talk about details or facts from a text.⁶

Small-group discussions built around a particular concept or theme. They offer opportunities for readers to become literate through critical analysis of texts and in-depth interactions within groups.⁷ It can improve the students' confidence in interacting with others.

From the observation conducted in MA Al-Mawaddah, the researcher found that many students more often speak English than reading English text. Their interest in reading is low. Most of the students like reading Indonesian's texts and books.

Based on the situation above, the implementation of synthesizing in small group discussion is needed to improve the students' reading comprehension. This is good for the students' to attract the student interest in reading activities. They can develop their knowledge from synthesizing process. They can share their ideas to their friends in their small group. They can also improve their confidence while discussing material.

⁶ Daunis, Text Savvy: Using a Shared Reading Framework to Build Comprehension GRADES 3–6, 29.

⁷ Lenski, Jill Lewis, Reading Success for Struggling Adolescent Learners, 121.

From the background stated above, the researcher is interested to conduct this strategy. This study takes place at MA Al-MawaddahPonorogo in Academic year 2014/2015. As the subject of this research, the researcher focuses on the eleventh grade students of MA Al-MawaddahPonrogo in academic year 2014/2015. The title of this study is **Synthesizing in Small Group Discussion to Improve the Students' Reading Comprehension to the Eleventh Grade Studentsof MA Al-Mawaadahin Academic Year 2014/2015.**

B. Identification and Limitation of the Problem

From the background of the study above, we can identify some of the problem as follows:

1. The minimum of the students' understanding in reading comprehension
2. The students' interest in reading English text is less
3. The students' pronunciation is low
4. The students need another strategy in reading learning process

C. Statement of the Problem

In this research, the researcher promotes some problems based on the background above. They are:

1. How can synthesizing in small group discussion improve the students' reading comprehension to the eleventh grade students of MA Al-Mawaddah in academic year 2014/2015?

2. What are the strengths of synthesizing in small group discussion in improving students' reading comprehension to the eleventh grade students of MA Al-Mawaddah in academic year 2014/2015?

D. Objective of the study

Based on the statement of the problem the result of this study is to explore the strengths of synthesizing in small group discussion which facilitate the students in reading comprehension.

E. Significance of the Study

This study is expected to gives advantages to the English teacher, the students and the researcher.

1. For the English teacher:

- a. It can be reference for teaching reading and apply it in their class, the teacher can take some advantages or disadvantages from this research. So it can help the improvement of their teaching strategies
- b. It can be alternative strategy to improve the students' reading comprehension, so that the teacher not only use the monotonous strategies but also use variation strategies in the class
- c. It can help the teacher to manage the students in the big class by using small group discussion. By small group the students can be active and share the problem or ideas with their friends. The teachers don't need to

handle each students, they can handle it by watching them pass the groups.

2. For the students

- a. It is able to improve the students reading comprehension, by synthesizing in small group discussion the students can reveal their opinion and share it in their group. It would give them deeper understanding about the text that they read.
- b. It hoped can increase the students' motivation and interesting in learning process. Because small group discussion is violent activity that demand the students to be active and by synthesizing, they will be challenged to share their ideas and opinion.
- c. It hoped can improve the students' self confident in interacting with their friends, because by small group discussion the students able to share their ideas, though and opinion in their own group.

3. For the researcher

- a. This study can use as one of the reference of further research dealing with improving the students reading comprehension. This research can be the first step to the researcher when the researcher want to make further research about reading comprehension
- b. From this research the researcher has a chance to teach reading directly, it will be good experience for the researcher when the researcher teach the students and observe their improvement in reading comprehension.

- c. From this research the researcher have the description on how the researcher will teach reading when the researcher is being a teacher. The researcher can take the advantages from this research and evaluate the disadvantage of this research to be better when the researcher uses this strategy in their teaching reading in the future

F. The Organization of the Thesis

The analysis of this research will be organized into five chapters as follows:

The first chapter is introduction consist of background of the study, identification and imitation of the problem, statement of the problem, objective of the study, significance of the study and the organization of the thesis.

The second chapter is review of related literature consist of theoretical background, previous research finding, theoretical framework, and hypothesis.

The third chapter is research methodology consist of classroom action research object, setting and research subject, research variable, classroom action research procedure and research schedule.

The fourth chapter is findings consist of brief explanation about research setting, per-cycle explanation, per-cycle data analysis and discussion.

The last chapter is conclusion consist of conclusion and suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURES

A. Theoretical Background

1. Reading

a. Definition of Reading

Reading is an important skill in English that have to be mastered in order to understand many things and get some information that can be gotten from the printed word or a text.

Reading is a set of skills that involves making sense and deriving meaning from the printed word.⁸ It is not only about decoding something but also understanding the meaning of the printed words.

Reading is an interactive process that takes place between the text and the reader's processing strategies and background knowledge.⁹ This process combined to allow the readers to learn to decode some text and use many strategies that readers use in concert with background knowledge to construct meaning from text

Literacy theorists, researchers, and educators agree that reading is an active process and offer comparable definitions of reading comprehension, such as Gambrell & Koskinen state that the process of

⁸ Caroline T Linse, *Practical English Language Teaching Young Learners*, (New York: McGraw-Hill Companies Inc, 2005) 171.

⁹ Kristin Lems, Leah D. Miller, Tenena M. Soro, *Teaching Reading to English Language Learners*, (New York: The Guilford Press, 2010), 33.

constructing meaning from written text. Almasi states the ability to understand and construct meaning from what one reads. From Neufeld statement, the process of constructing a supportable understanding of a text and the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Similarly, there is general agreement that reading entails interaction between the reader, the text, and a context specific activity.¹⁰

Based on the statements above, the researcher concludes that reading is a process of deriving meaning to construct a supportable of understanding the written language or text based on the reader's processing strategies and background their knowledge.

b. Strategies of Reading

As students gain in their processing abilities, teachers can have them do activities to develop their skills to skim, scan, read for thorough comprehension, read critically, read extensively, and read dramatically.

1) Skimming

Skimming is quick reading to find the general idea. Readers skim to gain in general impression of a book, story, essay, or article and to determine whether or not to read it more carefully.

¹⁰ Susan Lenski, Jill Lewis, Reading Success for Struggling Adolescent Learners, (New York: The Guilford Press, 2008), 171.

2) Scanning

While skimming is quick reading to find the general idea, scanning is quick reading to locate specific information. For the example, we scan telephone books, catalogs, dictionaries, event calendar etc.

3) Reading for Thorough Comprehension

Unlike skimming and scanning, activities that aim at having students read for thorough comprehension require students to read meticulously. The goal is for the students to understand the total meaning of a reading selection.

4) Critical Reading

In this method students are asked to make judgments about what they read.

5) Extensive Reading

The goal of extensive reading is to improve reading skills by processing a quantity of materials that can be comprehended and pleasurable.¹¹

From the statement above, it can be concluded that there are many strategies can be used by the teacher in the teaching learning process, especially in teaching reading. The teachers are able to choose these strategies to be matched with the material and the goal of reading.

¹¹ Jerry G. Gebhard, Teaching English as a foreign or Second Language, (The University of Michigan Press), 201

c. The Purpose of Reading

In an early discussion of reading pedagogy, it shows the point that 'reading activities, from the beginning should have some purposes and we should concentrate on the normal purpose of reading'. They list the following purpose:

- 1) To get information
- 2) To respond to curiosity about a topic
- 3) To follow instructions to perform a task; for pleasure, amusement and personal enjoyment
- 4) To keep in touch with friend and colleagues
- 5) To know what is happening in the world
- 6) To find out when and where things are.¹²

It means that reading is important in order to get some information in any aspect of life, keep in touch with friend and to know what happening in the world.

Whereas, Linse clarifies that there are two main reasons that people read:

- 1) Reading for pleasure

Think about how much fun it is to read or listen to a good story. Stories provide enjoyment for readers of all ages.

¹² Tricia Hedge, Teaching and Learning Classroom, (Oxford University Press, 2003), 195.

2) Reading for information

Reading for information can be as simple as reading menu at a restaurant.¹³

Basically, reading gave many advantages. It is done not only to get the knowledge as we read the book in the class, but also to get more information, to communicate each others. Furthermore, reading has the specific purpose.

d. Reading Comprehension

If decoding is saying something, comprehension is understanding something, in order to get its meaning. This is the second fundamental competency of reading, and the central one. Whereas decoding involves producing a spoken analog of printed language, comprehension involves producing a thought analog of printed language.¹⁴

Reading comprehension refers to reading for meaning, understanding, and entertainment. It involves higher-order thinking skills and is much more complex than merely decoding specific words. Teaching children how to derive meaning as well as analyze and synthesize what they have read is an essential part of the reading process.¹⁵

¹³ Linse, Practical English Language Teaching Young Learners, 72-73.

¹⁴ Mark Sadoski, Conceptual Foundations of Teaching Reading, (New York: The Guilford press, 2004), 67.

¹⁵ Linse, Practical English Language Teaching Young Learners, 71.

Based on the statement above, it can be concluded that reading comprehension is not only decoding something but also understanding the whole meaning of the text.

2. Synthesizing Strategy

a. The nature of Synthesizing

Synthesizing is putting it all together; it is the whole text. Unlike a summary, which is just the facts and only the facts, synthesis goes a step farther. True, it is composed of the main ideas as selected by the reader, but through the selection process the reader analyzes the information he has gathered and filters it through his own interpretation. Synthesis sheds light on the significance of texts from the reader's point of view. Although it is possible to synthesize the information found in just one text, the more common practice of this strategy, particularly from a school library perspective, involves bringing together information from several sources.¹⁶

Synthesizing involves combining new information with existing knowledge to form an original idea or interpretation. Synthesizing lies on a continuum. Rudimentary synthesizing involves merely stopping and thinking about what we are reading. Taking stock of meaning and reading for the gist is a step further down that line. Sometimes readers

¹⁶ Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension: Maximizing Your Impact*, (Chicago: American library association, 2007), 132.

have a true synthesis, an “Aha” of sorts where they achieve new insight and change their thinking. This is the ultimate form of synthesis.¹⁷

So that synthesizing is the process of combining the new information with existing knowledge to form an original idea or interpretation. The good interpretation or an idea the reader have to comprehend the whole text of the subject got from many sources.

b. How to teach synthesizing strategy

Synthesizing requires that readers determine main ideas from multiple sources summarize information and add their interpretation.¹⁸

Graphic organizers, Such as The graphic of synthesizing in figure 2.1 can help the reader record main ideas and surprising information as well as their connections, responses and interpretations.

Figure 2.1
The graphic of synthesizing

What do you think about? (Before they read the text)

<p>I think that</p> <p>.....</p> <p>.....</p> <p>.....</p>
--

Now, what do you think about.....? (After they read the text)

<p>Now I think that</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

¹⁷ Stephanie Harvey and Anne Goudvis, Study Guide: Strategies that Work, Teaching Comprehension to Enhance Understanding, (ME:Stenhouse Publisher, 2000), 10.

¹⁸ Moreillon, Collaborative Strategies for Teaching Reading Comprehension: Maximizing Your Impact, 134.

From the figure above, the teacher could measure and know how the students synthesize the text. It also help the students to interpret their thinking, response the connection their ideas and information they got after reading the text or material.

Synthesize reminds educators of the importance of providing students with opportunities to express their responses to the texts they read. If, for example students have been sharing, writing, drawing, and using other sign systems to respond to texts, then synthesizing is a natural outgrowth of their prior literacy learning experiences. A simple way to express the components of synthesizing that may be particularly appropriate to younger readers is

Information + Response = Synthesis

Readers' responses to texts can be described in many ways. They can make personal or text-to-self connections that include their prior knowledge, experiences, and feelings.¹⁹

When more advanced readers interpret texts, they explain meaning in relation to their own beliefs, judgments or circumstances. To that end, another way for students to conceive o synthesis is

Information + Interpretation = Synthesis

Unit design is one way to ensure that students incorporate their own interpretations into their synthesis projects. Assignment must require that students do more than cut and paste information and call it a

¹⁹ Ibid.

“report”. Designing instruction so that students are required to think about the ideas and information they read fundamental.²⁰

3. Small Group Discussion

a. The Nature of Small Group Discussion

A group is defined as having a membership of two or more people with shared sense of identify a sense of being a group with shared goals.²¹

Small groups are essential to us in every aspect of our lives. Whether we join a group to accomplish something we can't accomplish alone or whether we join a group for the sheer pleasure of getting together with people we like, groups are necessary to our survival and to our enjoyment of life.²²

Small-group conferences accomplish, and complement, these same goals. Although the one-on-one conference is an important weekly meeting between a teacher and a student, we can supplement an individual conference with small-group conferences to work more efficiently.²³

So that small group discussion in reading is having a membership of two or more that have the same goal to resolve some problems and

²⁰ Ibid.

²¹ Tom Burns, Sandra Sinfiel, *Teaching Learning & Study Skills*, (New Delhi: SAGE publication India Pvt Ltd, 2004), 176.

²² Khaterine Adams. Gloria J.Galannes, *communicating in groups: Application and skills*, (New York: McGraww-Hill, 2006), 3.

²³ Serravallo, *Teaching reading in small groups: differentiated instruction for building strategic, independent readers*, 5.

build around a particular concept or theme to become literate through critical analysis of texts and in-depth interactions within groups.

b. The Strengths of Small Group Discussion

For several reasons, groups working on problem with more than one solution typically make higher-quality decision than do individuals. Groups usually have a much larger number of possible solutions from which to choose. Group members can help each other think critically by correcting one another's misinformation, faulty assumptions, and invalid reasoning. Several people can often think of issues to be handled in the process of solving a problem that might be overlooked by any one member. In addition, several people can conduct more thorough investigative research than one person working alone. Group members often counteract each other tendencies to engage in self-defeating behavior.²⁴

From many research in small group, there are many advantages of group, they are:

- 1) Help teachers deal with differences among learners
- 2) Provide opportunity for students plan and can develop special projects on which groups can work together
- 3) Can increase students' interaction and socialization²⁵

²⁴ Khaterine Adams. Gloria J.Galannes, communicating in groups: Application and skills, 8.

²⁵Mc.Grew Hill, Strategies for Effective Teaching Third Edition, (USA: Harper Collins, 2000), 329.

So, small group can become better problem solver in discussion activity. The members of group can compare their thinking, correct each other, can increase their interaction and socialization between them. It can help the teacher to handle the class, whether a big class or a small class.

c. The Weaknesses of Small Group Discussion

Teachers report that in small groups it is often only one or two students who do the work and that small-group activities sometimes add to the already low self-esteem of weaker students, who often make only limited contributions to the group.²⁶

But not all problems are suitable for groups, nor is group decision making always a wise or productive use of time. When a problem has a best or correct solution (such as in an arithmetic or accounting task), a skilled person working alone often exceeds the output quality of a group of less knowledgeable people, even if the groups includes the highly skilled person as a member. Coordinating the work of several persons when condition are changing rapidly may be done best by one person. Likewise, if small groups have certain social, procedural, or personality-mix problems, the output may be inferior, even though members may produce it with pleasure and the confident in the results.²⁷

²⁶Lenski, Jill Lewis, Reading Success for Struggling Adolescent Learners, 30.

²⁷ Khaterine Adams. Gloria J.Galannes, communicating in groups: Application and skills, 9.

Sometimes, small group allow only one or two students to give some contribution dominantly in the group. The teachers have to control the activeness of all members of the group. How they all can give many contribution to their group. So that all of the students can be active and cohesive each other.

4. Teaching Reading

a. The Nature of Teaching Reading

Reading is important in our life in order to get many information and knowledge. So, it is important to teach reading in the class.

Most dictionaries favor a simple definition of teaching such as ‘the imparting of knowledge or skill; the giving of instruction’. Similarly, ‘instruction’ in this context is usually defined as ‘furnishing other with knowledge and information, especially by a systematic method’. It is only in the last decade that these traditional definitions have been challenged and the role of a teacher somewhat redefined due to new beliefs about how learning occurs, and the optimum conditions under which it takes place.²⁸

Teaching reading promotes some principles, according to Harmer, are identified as follows:

²⁸ Peter Westwood, What Teachers Need to Know About Teaching Methods, (Australia: Acer Press,2008), 1.

- 1) Reading is not a passive skill. To be skilled readers, the students are required not only to scratch the surface of the text, but also understand what the words meant;
- 2) Students read to be engaged with what they are reading. The teacher has a responsibility to engage the students in the teaching of reading. He/she may make them engaged by providing them with the interesting reading text;
- 3) Students should be encouraged to respond to the content of a reading text, not just to the language. The teaching of reading does not only learn the language used in the text, but also give the students a chance to respond the meaning and message the text;
- 4) Prediction is a major factor in reading. It is important to introduce the theme of the text before the teacher asks the students to read it. It will give them some idea what to expect and increase their interest. It will also make them better and more engaged reader;
- 5) Match the test to the topic. The task that the students do after reading must be appropriate with the topic of the reading text;
- 6) God teacher exploit reading text to the full. After reading, the teacher should integrate the reading text into interesting class sequence, such as using the topic for discussion and further tasks.²⁹

Thus, teaching reading not only about transferring the knowledge or skill, giving instruction as the traditional definition.

²⁹ Harmer, Jeremy. How to Teach English, (England: Pearson Education Limited, 1998), 70-71.

Furthermore teaching reading promotes some principles such as match the test to the topic; make a prediction, students should to be encourage to respond the content and others. It is must be noticed by the teacher in teaching reading process.

b. The Goal of Teaching Reading

The goals of teaching reading offered here will be balanced between the affective domain and the cognitive domain. Similar cognitive and affective goals have been suggested by Walmsley, Mosenthal, and Gates, among others. The goal statements below are consistent with other treatments of the subject but are new as offered here.

1) Affective goal

Two goals in the affective domain need to be addressed in the teaching of reading. They can be distinguished by the conceptual difference between attitudes and interests:

Goal 1: Developing Positive Attitudes toward Reading

Children and adults who are developing reading ability need to approach reading acts positively and gain some confidence in their competency to perform those acts. The term attitude, as used here applies to readers' perceptions of their competence and their disposition toward their future performance.

The development of a positive attitude toward reading means in our confidence in our own ability as a reader.

Goal 2: Developing Personal Interests and Tastes in Reading

Attitude is typically distinguished from interest in reading (e.g., Guthrie & Greany, 1991; Taylor, Harris, Pearson, & Garcia, 1995). Interest builds upon a positive attitude but goes beyond it. Readers who can read competently and who know that they can learn to read better sometimes are simply not interested in reading and do not pursue their interests through reading. Stated differently, reaching goal 1 is a necessary but not a sufficient condition for reaching goal 2.

The distinction between having a positive attitude toward reading (Goal 1) and a personal interest in reading (Goal 2) is captured in the word aliteracy. An aliterate individual is not illiterate; the illiterate person cannot read. The aliterate person can read but doesn't. The aliterate reader has the ability but not the motivation, and therefore doesn't develop fully as a reader and perhaps not as a person.

2) Cognitive goal

Two goals in the cognitive domain cover the utilitarian aspects of reading and the development of the mental skills that allow us to continue to mature as readers for the rest of our lives.

Goal 1: Developing the Use of Reading as a Tool to Solve Problems

Reading gave some benefit in the field of working in the technological society. It helps us to solve some of personal and social problems in this global era.

Reading is a way to deal with everyday problems where language is a good and requisite solution.

Goal 2: Developing the Fundamental Competencies of Reading at Succeedingly Higher Levels of Independence

Developing the fundamental competencies that comprise reading is the most basic goal and requires more extensive discussion. This goal provides the means to the other ends. When the fundamental competencies of reading have been taught and learned, the reader is equipped to pursue reading as a continuing, lifelong endeavor.³⁰

There are two goals in the teaching of reading, they are affective goal and cognitive goal. All of them are important. Not only affective goal or cognitive goal, but also both of them have to be considered in teaching reading.

c. Teaching Reading Using Synthesizing in Small Group Discussion

Reading is the most important activity in any language class. Reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the

³⁰ Sadoski, *Conceptual Foundations of Teaching Reading*, 47-53.

language.³¹ So that teaching reading is important in teaching English language.

Teaching reading is very important skill because this is the stage where the knowledge of learners starts to increase. The selection of reading material should be authentic. There are many ways that can make the teaching reading effective, they are:

- a) Teacher should tell about the topic first to the learners. He should motivate students. Teacher should not read first but he should allow the students to read the text.
- b) Teacher should not allow the student to murmuring while reading.
- c) The subject matter should be interested and effective and selected from the reading material developed for it.
- d) Eclectic approach can be used by teacher for better comprehension and understanding.³²

To make the students get better comprehension and understanding, the teacher need to choose good strategy in teaching reading. In this case, the researcher would apply synthesizing to get the deeper knowledge by understanding and comprehending the text.

Synthesizing is the higher thinking skill. Bloom et al. cited in Judi Moreillon:

Although a summary meets the criteria for learning at the comprehension level on Bloom's taxonomy. Synthesizing is a higher-order thinking skill. Synthesis is

³¹ M.F. Patel and Praveen M. Jain, English Language Teaching (Methods, Tools & Techniques), (Jaipur: Sunrise Publishers & Distributors, 2008),114.

³² Ibid., 123.

the process of learning from others' ideas and transforming those ideas through analysis and interpretation to offer a new meaning. Through synthesis, the learner makes information and ideas his own.³³

In the synthesizing process the students try to find some information from many resources and combine it with their own ideas and knowledge to get the new understanding about the topic. When they do it in the small group, they can exchange their minds, share and discuss their ideas. So, they get more information and the new knowledge by comprehending the text together.

Reading activity can be done in the form of small group discussion. The students can develop their confidence through group discussion. They can share their knowledge and comprehension on the material by learning together.

Johnson and Freedman state that small-group discussions built around a particular concept or theme. They offer opportunities for readers to become literate through critical analysis of texts and in-depth interactions within groups.³⁴

To make a good and an effective learning process, the teacher needs to prepare many things, and it could be divided into many steps, they are:

The first step that must be done in teaching reading comprehension using synthesizing in the small group discussion is preparing the material. The instructional materials (books, charts,

³³ Moreillon, Collaborative Strategies for Teaching Reading Comprehension: Maximizing Your Impact, 134.

³⁴ Lenski, Jill Lewis, Reading Success for Struggling Adolescent Learners, 121.

notebooks, and so on) listed in these lessons may often be used with students with more or less language proficiency. Because every student's needs are different, always check for understanding to make sure the materials are comprehensible and support oral language development.³⁵

After preparing the material the teacher prepares the students and divides them into several groups. The teacher gives the material to each group. Every group gets many texts that given by the teacher.

The members of group have to read by comprehending the text to get some information from the text. While each member read the different text, so they would get the different understanding about the same topic. After that they could share and discuss about it in their group. They could synthesize and combine their knowledge and what they have got from the text.

In the last lesson, the teacher asks to each group to make the summary that explain about the topic and explore it in their own language. Make sure that all of students understand the main idea of the topic and could explain it in their own language.

B. Previous Research Finding

The researcher takes some previous studies that have been conducted relation with the implementation of synthesizing in small group discussion to improve reading comprehension.

³⁵ Ibid.

Arafat Rahaman, by the title *Reading comprehension through group work activities in an EFL classroom* conduct an action research. It aims to the possibility of applying group work in classroom. The success of this study lays on the teacher's knowledge of group work activities and view to comprehensive text reading skill. The result shows that group work works better in the classroom and is capable of making learners more conscious and understanding, which is of course an interesting and free environment. It also facilitates learners to be more interactive and socialized in the classroom.³⁶

From the previous research the researcher applied group work activity that proved that text reading can be better understood by group work. So that the researcher wants to implement the resemble strategies in teaching reading for EFL students. In this research the researcher uses small group discussion to teach reading comprehension.

Ulwin Roisatul Husna conducted qualitative research under the title the implementation small group discussion technique in teaching speaking to the eight grade students at SMPN 2 Jetis in Academic Year 2013/2014. The result of this study shows that most students feel happy and comfortable in following teaching-learning process by using this technique. In addition students are also more bold and confident to express their desire in English. And that they rarely do.³⁷

³⁶ Arafat Rahaman, "*Reading comprehension through group work activities in an EFL classroom: An action research report*" ISSN 1699-437X Volume 10, Number 2 (September, 2014), 15.

³⁷ Ulwin Roisatul Husna, "*The implementation of small group discussion technique in teaching speaking to the eleventh grade students of SMPN 2 Jetis in Academic Year 2013/2014*", (STAIN Ponorogo, 2014), 60.

The different between the previous study and this research are that this research conducted in classroom action research and the strategy of small group discussion would be implemented in reading comprehension skill.

Based on the previous findings, it is important to conduct the research to describe of “synthesizing in small group discussion to improve the students reading comprehension to the eleventh grade students of MA Al-Mawaddah in Academic Year 2014/2015”.

C. Theoretical Framework

Rubin states that Reading comprehension has been described as ‘a complex intellectual process involving a number of abilities’. Readers must use information already acquired to filter, interpret, organize, reflect upon and establish relationships with the new incoming information on the page. In order to understand text, a reader must be able to identify words rapidly, know the meaning of almost all of the words and be able to combine units of meaning into a coherent message. Understanding of text results from an interaction between word identification, prior knowledge and the effective use of cognitive strategies.³⁸

Synthesizing aids reading comprehension because it requires students to put the new material into their own words and combine it with their prior knowledge. This makes it more likely that they have to remember the

³⁸ Westwood, What Teachers Need to Know About Teaching Methods, 10.

information and transfer it to new situations, which further reinforces the information.³⁹

Based on the statement above, the researcher tries to implement synthesizing in small group discussion to improve the students' reading comprehension to the eleventh grade students of MA Al-Mawaddah Ponorogo in Academic Year 2014-2015.

D. Hypotesis

Based on the explanation above, action hypothesis proposed by the researcher are:

1. The implementation of synthesizing in small group discussion is able to improve the students' reading comprehension for the eleventh grade students of MA Al-Mawadah in academic year 2014/2015
2. There are many strengths in the implementation of synthesizing in small group instruction in improving students' reading comprehension to the eleventh grade students of MA Al-Mawaddah in academic year 2014/2015.

³⁹Shannon Bumgarner, Ohio Resource Center for Mathematics, Science, and Reading: Synthesizing, (online), (http://ohiorc.org/adlit/strategy/strategy_each.aspx?id=000002), accessed 5th of January 2015.

CHAPTER III

RESEARCH METHODOLOGY

A. Classroom Action Research Object

The objects of the research are:

1. Students' activeness during teaching and learning reading by implementing synthesizing in small group instruction
2. Students' interest during teaching and learning reading by implementing synthesizing in small group instruction
3. Students' achievement in reading comprehension

B. Setting and Research Subject

In this chapter, the researcher describes the research design applied in teaching reading to the eleventh grade students of Al-Mawaddah Coper JetisPonorogoin academic year 2014-2015. The researcher chooses MA Al-Mawaddah as the research setting. The researcher found that the students' interest in reading is less and their reading comprehension is low.⁴⁰ Therefore, the researcher is interested to do this research to examine the students' reading comprehension through synthesizing in small group instruction. The subjects of this study are students of IX IPS A consist of 31 students and all of them are female.

⁴⁰Look at transcript of documentation in appendix, 01 /O/27-I/ 2015.

C. Research Variables

In this research the variables are as follows:

1. Improving the students' reading comprehension to the eleventh grade students of MA Al-Mawaddah in academic year 2014/2015
2. Using synthesizing in small group discussion to improve the students reading comprehension to eleventh grade students of MA Al-Mawaddah in academic year 2014/2015.

D. Classroom Action Research Procedure

This research uses Classroom Action Research (CAR). CAR is effective to improve the quality of English teachers' performance in instruction as well as students' achievement in learning English in classroom.⁴¹

Action research integrates research and action in a series of flexible cycles involving, holistically rather than as separate steps: the collection of data about the topic of investigation; analysis and interpretation of those data; the planning and introduction of action strategies to bring about positive changes; and evaluation of those changes through further data collection, analysis and interpretation.⁴²

From Kemmis&McTaggart Classroom action research activities involve repeated cycles, each consist of a planning, acting, observing and reflecting.

⁴¹Mohammad Adnan Latif, *Research Method on Learning an Introduction*, (Malang: UM Press, 2013), 144.

⁴² Bridget Somekh, *Action Research: a Methodology for Change and Development*, (USA: Open University Press, 2006), 8.

The study procedure would be explained bellow:

CYCLE 1

1. Planning

Planning is a step to prepare the classroom instructional strategy to be developed in the study to solve the instructional problem.⁴⁴

For the first cycle, the activities that would be done in planning phase are:

- a) Identifying the problem
- b) Choosing the subject material
- c) Making lesson plan
- d) Preparing teaching instrument

2. Acting

Acting is the second step after planning step to implement instructional strategy that has been planned.⁴⁵

Teaching and learning reading activities would presented by applying synthesizing technique in small group. Students will be divided into several groups. Students would be given some text from several resources in the same topic. Every student try to read and comprehend the text individually and they would discuss what they have got from the text in their groups. They can share some information and ideas they got from the text. So the students understand the whole meaning or

⁴⁴Ibid., 148.

⁴⁵Ibid., 149.

information from the text. In this activity hoped the students would be active and more interest in reading activity.

3. Observing

Observing is the process of collecting data indicating the success of the strategy in solving the classroom problem.⁴⁶

The researcher would be observe the teaching learning process and record the students' activities, progress, and the situation in the classroom during teaching reading comprehension by implementing synthesizing in the small group.

4. Reflecting

Reflecting is the process of analyzing data to determine how far the data collected have shown the success of the strategy in solving the problem. Reflecting also shows what factors support the success of the strategy or what other problems may occur during the implementation process.⁴⁷

The researcher would make the evaluation from the observation and action result. If the result of the first cycle is unsuccessful, so the researcher would carry on the study in the second cycle.

⁴⁶Ibid.

⁴⁷Ibid., 152.

CYCLE II

In this cycle, the researcher would make some evaluation, correction and improvement as same as in the first cycle that would be done in this cycle. The researcher will make some steps like in the cycle I.

1. Planning

Same as in the first cycle, in this cycle the researcher done some steps as follows:

- a) Identifying the problem
- b) Choosing the subject material
- c) Making lesson plan
- d) Preparing teaching instrument

2. Acting

In this phase the researcher would applicant the planning in the classroom. The researcher begins to gave some worksheet to each student and ask their opinion about the material and continuo to gave the text for each group to be discussed. After that the researcher makes an assessment.

3. Observing

In this phase, the researcher observe the teaching and learning process, student' assessment and the students' activeness in teaching learning process.

4. Reflecting

The researcher makes the evaluation about the action from the teaching and learning process. If the result is unsuccessfully, the researcher will do the third cycle to get some improvement in the research until the researcher gets successfully result.

E. Research Schedule

The research implemented on April up to May 2015. It will be held from 13th of April to 31th of May 2015. The table bellow shows the schedule of research is as follows:

Table 3.1

The schedule of CAR

NO	PLANS	MONTH	DATE	YEAR
1	Conducting the research	April-May	13-14	2015
2	Analysis of the research	May	14-28	2015
3	Reporting the research	May	28-31	2015

F. Technique of Collecting Data

One cannot have an action research project without data. Data becomes the evidence of hunches, the confirmation of theory, and the source of paradigm shifts. Data collection is the evidence that would be used to respond to their critical question(s) and develop further questions around their research interest. Data would determine the trustworthiness of their project, measuring

its depth and defining its usefulness, determining the richness of their experience. Deliberate data collection is the extended eyes, ears, and soul of the teacher; it is the way we come to know the students, change teacher practice, and grow teacher's teaching identity.⁴⁸

In this research, the researcher applies many techniques in collecting the data. They are observation, test and questionnaire.

1. Observation

Observation is a primary research technique in action research. The researcher as the teacher is the main protagonist and in his or her professional role collects evidence to stimulate action to support specific inclusive goals.⁴⁹ The data collected are indicator of the result of the implementation of the strategy during the learning process not the process of the implementation of the strategy.

The researcher observed the teaching process and activities in the class and listed the results in observation sheet by using checklist (✓). In this research, the researcher collaborated in observation with one of her friend as collaborator. While the researcher was teaching, the collaborator observed the activeness of the students during learning process especially the students' activity in small group discussion. How the students activeness in the discussion, how they give their argument or opinion during the

⁴⁸ Donna Kalmbach Phillips and Kevin Carr, *Becoming the Teacher Through Action Research*, Second Edition: Process, context and Self-Study, (New York: Routledge, 2010), 72

⁴⁹ Christine O'hanlon, *Educational Inclusion as Action Research: an Interpretive Discourse*, (England: Open University Press, 2003), 73.

discussion and how they can cooperate in their small group. It would be observed and listed in the observation sheet by the collaborator. From the result of the observation, then the researcher wrote the results in percentage, which was counted by certain measurements.

2. Questionnaire

A questionnaire is an economical method of collecting data. It would reach more people and take up less time than an interview. When planning the use of a questionnaire, its appropriateness in the specific research study needs to be considered in relation to the following questions.⁵⁰

Compared to interviews which are often seen as difficult, hard to organize, and time-consuming, questionnaires seem to be a quick method for data collection, easy to develop and administer without any problems.⁵¹

So that, questionnaire used to collecting the data to measure the students' interest in the teaching and learning process. The researcher gave many questions to the students. To know the students opinion that the students like reading English text, to know that synthesizing help them in understanding the text and increase their confident to share their opinion, to know whether the students enjoy the activities or not and to know that finally synthesizing succeed in making the students like and interest on reading activity. After collecting Then, the researcher analyzed the students answer sheets and wrote the result in percentage.

⁵⁰O'hanlon, Educational Inclusion as Action Research: an Interpretive Discourse,81.

⁵¹ Herbert Altrichter, Peter Posch and Bridget Somekh, Teachers investigate their work: An introduction to the methods of action research, (London: Routledge, 1993), 109.

3. Test

Tests are valuable measuring instruments for educational research. A test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned. This score, based on a representative sample of the individual's behavior, is an indicator of the extent to which the subject has the characteristic being measured.⁵²

In this research, test is used to measure the students' achievement in reading comprehension. It is to know the students' ability in comprehending and synthesizing some texts. The test consists of many questions based on the content of the material. The students can pass the test if their score fulfill the requirements to reach the standard minimum of KKM.

Before conduct the research, the researcher would conduct the pre-research and made a pre-test to measure the students' ability in reading comprehension. And the result of the test would be the standard minimum of KKM used in the research.

G. Technique of Data Analysis

Data analysis is an important step in the research to get conclusion. The data analysis could be conducted when the researcher completes the process of collecting the data. The data for activeness collected by observation, while the interest collected by questionnaire and for the data of achievement collected through test. The researcher analyzed the data by using the different technique

⁵²Donald Ary, et al., *Instruction to Research in Education* 8th edition (USA: Wadsworth, Chengang Learning: 2010), 201.

stated. The data analyzed were qualitative and quantitative data. The result of data analysis is to see whether synthesizing in small group discussion is successful or not in improving the students reading comprehension and whether the result could reach the criteria of success or not. The result was to see that the researcher need to continue to the next cycle or not.

In this research, the observation data are classified qualitative data. The researcher collects the data during the process of reading activities in the eleventh grade students of MA Al-Mawaddah in JetisPonorogo. The gotten data from the list of the results in observation sheet by using checklist will be analyzed. And the result of the data will be concluded in percentage form based on the certain measurement.

The second data is quantitative by calculating the students' answers of questionnaire and average score of the test and percentages of students score whether they achieve the criterion of minimal completeness (KKM) or not through the formula. The data from the test is analyzed by using calculating the mean. The formula consists:⁵³

$$M = \frac{\sum fx}{N}$$

Explanation:

M : Mean

⁵³RetnoWidyaningrum, Statistik Pendidikan, (Ponorogo: STAIN PO Press, 2007), 20-49.

Σ : Sum of the score

N : Total numbered of the students

F : F

It also analyzed by using percentage method, is as follow:

$$P = \frac{f}{n} \times 100\%$$

Explanation:

P : Percentage

F : Frequency of answer

N : The number of respondent

And the result of questionnaire would be analyzed by using percentage method also.

CHAPTER IV

FINDINGS

A. Research Setting

This research is carried out at Islamic Senior High School Al-Mawaddah (MA Al-Mawaddah) Ponorogo, East Java. The school is located at JalanManggaDesa Coper KecamatanJetisKabupatenPonorogo. This is a non-state school. Ma Al-Mawaddah is private educational institution. MA Al-Mawaddah has 14 classrooms. Al-Mawaddah also has 3 learning groups of XI class. The subjects of this research is the students of XI.A which has 31 students. And all of them are female.

B. Cycle Explanation

This research was done from April 13th 2015. It was about 6 weeks. It was done in two cycles. The subjects of the research is XI A class that consists of 31 students. And all of them are female. In class room action research, the researcher was helped by anEnglish teacher in Al-Mawaddah as the collaborator.

Before doing the research, the researcher did pre research to measure the students' achievement andto find out the standard minimum or KKM of the students in reading comprehension that taken from the score of the test.

The researcher also did the observation to know the students' activeness during learning process of reading comprehension. And from the data the

researcher found that their activeness is less. The data is attached in the appendix.

The researcher also gave the questionnaire to the students to know the students' interest on reading comprehension, especially in reading English text.

So that the researcher would implement the method easily.

From the questionnaire form 1, she got data as follows:

Table 4.1
Percentage of Questionnaire form 1 (pre-study)

	Students' opinion	Percentage			
		A	B	C	D
1	English is an important language	54,84 %	45,16 %	0 %	0 %
2	The students have to master English	16,13 %	74,19 %	3,23 %	0 %
3	The students like English	19,35 %	64,52 %	16,13 %	0 %
4	The students like reading English text	16,13 %	38,71 %	41,94 %	3,23 %
5	The students like reading Indonesian text than English text	22,58 %	48,39 %	25,81 %	0 %
6	The students think that understanding English text is difficult	0 %	25,81 %	51,61 %	22,58 %
7	The students think that learning English in a small group discussion more interesting than learn it individually	29,03 %	51,61 %	16,13 %	3,23 %
8	The students think that they need technique to improve their reading	51,61 %	38,71 %	9,68 %	0 %

Note:

A = Truly Agree

C = Less Agree

B = Agree

D = Disagree

From the questionnaire form 1, the researcher concludes that most of the students thought that English is important and they have to learn it, but they do not like reading English text. They like reading Indonesian text than English. Most of them also thought that they need a new method in teaching reading to make them more interested and understand English text easily.

The description of classroom action research process of each cycle, as follows:

1. Cycle I

The first cycle was conducted on April 30th 2015 and done in one meeting in 2 x 40 minutes.

a. Planning

In the planning activity, the researcher prepared everything for the research. The researcher determined the materials related to the reading comprehension by synthesizing in small group discussion. Based on the competency standard (SK) and basic competency (KD), the material was about hortatory exposition text by the topic "the important of English language".

The researcher also made a plan based on the criteria of success.

And the criteria of success of this research are:

1) Activeness

The students could cooperate and cohesive each other while discussion in the group. And they could give some contribution, opinion or argument during discussion process.

2) Interests

The students enjoy the activity and they are not bored during the lesson. The students feel that synthesizing is not difficult for them and it could help them in understanding and comprehending the text. They motivated to like reading activity.

3) Achievement

The students understand the content of the material so they can synthesize and comprehend the text easily. The students can combine their opinion and the new information they got from the text and the students got minimal score 75; it is based on the result of pre-research that conducted by the researcher to determined the minimum of standard competency or KKM.

Some steps planned in holding Classroom Action Research in the first cycle were:

1) Identifying the problem

The researcher identifies the students' difficulties in reading comprehension.

2) Choosing the material

After identifying the problem, the researcher chooses the material that would be implemented in teaching-learning reading comprehension by synthesizing in small group discussion. The first cycle, the students synthesized the hortatory exposition text about the importance of English language got from many resources in the internet. The researcher chooses this topic because according to standard competence, the students should to comprehend and respond the mean from the hortatory exposition text accurately and smoothly. In this cycle, the researcher would use five kinds of text from different resources that have the same topic about the importance of English language.

3) Making lesson plan based on syllabus. The form of lesson plan can be seen in appendixes.

4) Preparing the teaching instrument needed in the Classroom Action Research. Such as:

a) Questionnaire sheet to measure the students' interest during the teaching-learning reading comprehension by synthesizing in small group discussion method.

b) Observation sheet which would be used in observing the students activities such as their activeness during the lesson and their cooperation during discuss the material

c) Teaching media like material handout and list of questions

b. Acting

Reading comprehension activities in the class were held by synthesizing in small group discussion. There was one meeting in the first cycle. This was done at April 30th 2015. In the first meeting, the researcher did some activities. They are:

- 1) The researcher came into the class accompanied by the collaborator
- 2) The researcher gave greeting to the class, introduced herself and her collaborator to the students and explained the purpose of their coming.
- 3) The researcher checked the attendance list by calling their name one by one. In this meeting there are four students that couldn't enter the class because they were sick. They were SalsabilaFarhana, RelungFajar, NoviaLu'luul M and NaylaKarimah.
- 4) The researcher reviewed the material about hortatory exposition and asked them about the importance of English on their life
- 5) The researcher distributed the students' worksheet. This is the individual worksheet.
- 6) The researcher asked to the students to give their opinions about the material based on their experiences and their own knowledge in the worksheet. The material of the first cycle was the importance of English language.
- 7) The researcher asked many students to read their worksheets in front of the class.

- 8) The researcher divided the students into several groups that consisted of 5-6 students. In this cycle, the students were divided to be 5 clubs. The researcher divided them based on counting. The students had to count from one to five. Then they gathered based on the number they have mentioned.
- 9) Every club was given the material that consisted of 5 kinds of hortatory text in the same topic. And the topic was about the importance of English language.
- 10) The students read all of the text one by one. So, they can share their opinions in their club and discuss the material. It is hoped that the students could improve their knowledge and information through discussion.
- 11) After that, the researcher gave many questions to the students in every club.
- 12) Then, they have to answer these questions through discussion with their club.
- 13) While the students discussed in their group, the researcher went around to observe their discussion activities and asked them if they had many difficulties with the material.
- 14) After they finished discussing the material and answered the questions, the researcher asked the students to collect their groups' answer sheet.

- 15) Next, the researcher asked the students to synthesize the material based on the knowledge they got from what they had discussed and their own opinions.
- 16) Because the time was limit, the researcher got the point to contribute the questionnaire form 2 to check the students' interest during the reading comprehension activity by synthesizing in small group discussion.
- 17) Before closing the lesson, the researcher gave some reflection and some motivation to the students about the importance of reading especially reading English text.
- 18) In the last lesson, the researcher and the students closed the activity by praying together.

c. Observing

In this phase, the researcher did not enter to the class alone, but she was accompanied with the collaborator who helped her in observing the reading comprehension activity. Observing while teaching would be little difficult, because the researcher could not concentrate in teaching. The collaborator helped the researcher in observing the activeness of the students during discussion in the small group. And for the students' activeness was measured from how they participated the learning process and how they cooperativeness during discussion process. Below the record of students' activeness during learning process in the first cycle:

Table 4.2

The Result of students' activeness in first cycle

No	Name	Aspects of Activeness		
		Activeness	Giving argumentation	Cooperativeness
1	AmaddaIlmi			√
2	Ana SyafitriKurniasih			√
3	AndhinaPutri Maharani		√	√
4	AnikAzizah			√
5	AyumCandraSasmita			√
6	FaraMulka Al-Audah	√	√	√
7	Farida KhoiriyahPutri	√	√	√
8	HamidatusTi'jalul H	√		
9	HimmaturRosyida		√	
10	IntanSuhartina	√	√	√
11	IrfaSalsabila			√
12	KhasinaAchyar	√		√
13	Khatami	√	√	√
14	KholidahAntun F			√
15	NajahFirdausYumna	√		√
16	NaylaKarimah		Sick	
17	NibrasMaryati N		√	
18	NoviaLu'luulMuniroh		Sick	
19	NunungFauziyah			√
20	NurulFatimahHasibuan	√	√	√
21	RelungFajarSukmawati		Sick	
22	RizkaKurniaDewi	√		√
23	SalsabilaFarhana		Sick	
24	Sofiana Massa	√	√	√
25	UkiCahyati			
26	UlfaLailiyatul M	√		√
27	UswatunHasanahHady			√
28	VennyNurHidayah N	√	√	√
29	VikiLutfianaFahmi			√
30	WardatuNa'iimatil U	√	√	√
31	ZidaNurafia			
TOTAL		13	11	22
PERCENTAGE		48,15 %	40,74 %	81,48 %

Based on the result of observation above, we could see that many students less in activeness during the learning process and discussion. Such as ZidaNurafia, VikiLutfiana, NunungFauziyahand IrfaSalsabila, they just follow the activity in their club, but they activeness is less and they did not have any argument. And it was shown on the observation sheet percentage data in the below:

Table 4.3

The result of observation for students in the first cycle

Aspect Observed	Σ Students' Answer	Σ Score	Percentage
Activeness	13	13	48,15 %
Giving argumentation	11	11	40,74 %
Cooperativeness	22	22	81,48 %

Beside activeness, the researcher also measured the students' achievement in reading comprehension by synthesizing in small group discussion. In this phase, the researcher would take two kinds of score. The first was taken from individual assessment and the second was taken from group assessment. Below is the result of the students' reading comprehension achievement:

Table 4.4

The result of students' achievement in the first cycle

No	Name	Group Score	Individual Score	Score	KKM	Note
1	AmaddaIlmi	85	90	87.5	75	Success
2	Ana SyafitriKurniasih	85	60	72.5	75	Unsuccessful
3	AndhinaPutri Maharani	80	80	80	75	Success
4	AnikAzizah	85	80	82.5	75	Success
5	AyumCandraSasmita	87	90	88.5	75	Success
6	FaraMulka Al-Audah	85	90	87.5	75	Success
7	Farida KhoiriyahPutri	85	80	82.5	75	Success
8	HamidatusTi'jalul H	80	90	85	75	Success
9	HimmaturRosyida	80	80	80	75	Success
10	IntanSuhartina	85	80	82.5	75	Success
11	IrfaSalsabila	80	90	85	75	Success
12	KhasinaAchyar	80	60	70	75	Unsuccessful
13	Khatami	85	70	77.5	75	Success
14	KholidahAntun F	80	60	70	75	Unsuccessful
15	NajahFirdausYumna	80	80	80	75	Success
16	NaylaKarimah	-	-	-	75	-
17	NibrasMaryati N	80	80	80	75	Success
18	NoviaLu'luulMuniroh	-	-	-	75	-
19	NunungFauziyah	85	70	77.5	75	Success
20	NurulFatihahHasibuan	85	90	87.5	75	Success
21	RelungFajar S	-	-	-	75	-
22	RizkaKurniaDewi	80	75	77.5	75	Success
23	SalsabilaFarhana	-	-	-	75	-
24	Sofiana Massa	87	60	73.5	75	Unsuccessful
25	UkiCahyati	80	40	60	75	Unsuccessful
26	UlfaLailiyatul M	85	40	62.5	75	Unsuccessful
27	UswatunHasanahHady	80	90	85	75	Success
28	VennyNurHidayah N	87	90	88.5	75	Success
29	VikiLutfianaFahmi	87	60	73.5	75	Unsuccessful
30	WardatuNa'iimatil U	85	60	72.5	75	Unsuccessful
31	ZidaNurafia	87	60	73.5	75	Unsuccessful
Total		2250	1995	2122.5		18
Average of class				78,59		
Percentage of class				18/27 x 100 = 66,67 %		

From the table above, we can see that there are 9 students who did not pass the target score. And the average of the score reading comprehension is 78,59. It means that there were many students still had difficulties in reading comprehension, so the standard minimal score could not be reached.

Beside observation sheet and result of students' achievement in reading comprehension, the researcher also gave the questionnaire to the students to measure the students' interest in reading comprehension using synthesizing in small group discussion. Below is the result of the questionnaire sheet cycle I:

Table 4.5

The result of Questionnaire form 2 (Cycle I)

Adapted from Daniel Muijs

No	Students' opinion	Percentage			
		A	B	C	D
1	The students like reading English text	44,44 %	51,8 %	3,70 %	0 %
2	The students like reading comprehension activities	18,52 %	66,67 %	11,11 %	3,70 %
3	The students think that Understanding English text is not difficult	3,70 %	62,96 %	33,33 %	0 %
4	The students feel that synthesizing is not difficult	14,81 %	44,44 %	37,04 %	3,70%
5	The students enjoy reading activities in small group discussion	25,93 %	70,37 %	3,70 %	0 %
6	Synthesizing in small group discussion helps the students to understand and comprehend the material or the text easily	40,74 %	59,26 %	0 %	0 %
7	By synthesizing in small group discussion make the students feel confident to share their opinion to their friends	37,04 %	62,96 %	0 %	0 %

8	Synthesizing in small group discussion make the students' reading comprehension activity more interesting	29,63 %	70,37 %	0 %	0 %
9	The students' reading comprehension improved after implementing synthesizing in small group discussion activity	22,22 %	70,37 %	7,41 %	0 %
10	The students get more knowledge after doing synthesizing in small group discussion activity	66,67 %	33,33 %	0 %	0 %

Note:

A = Truly Agree

C = Less Agree

B = Agree

D = Disagree

Based on the data above, the researcher concluded that most of the students like reading comprehension and reading English text. It could be seen from the table that 44,44 % students really agreed , 51,85 agreed that they like reading English text. And only 3,7 % students who less agreed with it. There were 18,52% who really agreed that they were like reading comprehension and 66,67 % agreed, and 11,11 % who were less agreed and 3,70 % do not agreed with it. Most of the students felt enjoy during the synthesizing in small discussion activity and they thought that after synthesizing they could improve their knowledge and their reading comprehension. It also could help them to be confident in giving opinion in their group. On the other hand, it had not been effective yet to all students because there were many students that could not enjoyed in discussion and felt that they knowledge have not been improved after synthesizing in small group discussion.

Besides that, from the table above 33,33 % of students less agreed that understand English text is not difficult. And also not all students agreed that synthesizing is not difficult. Only 14, 81 % really agreed, 44,44 % who agreed and there were 37,04 % who less agreed and 3,7 % disagreed that that synthesizing is difficult.

d. Reflecting

From the result of observation in the cycle I the researcher concluded that during teaching and learning process, there was weakness in learning process. There were many students still seemed confused to do synthesizing in the small group discussion. There were also many students who were not active in the group discussion, they joked with their friends instead. And a part of them were silent and listened to their friends and did not give any opinion or they just read the text without any comment. It seemed, only a clever students who was active in the group discussion. Therefore, some of them could not comprehend the text maximally, because they were not active in the discussion and they did not know some of difficult vocabularies. Many students also did not synthesize maximally, most of their answer were taken from cheating. They could not combine their opinions and their new knowledge got from the text. As a result, there were many students that got the lower score than who were active in the discussion. The time also limited, so they should to discuss as quick as possible.

Based on the reflection above the researcher decided to do the next cycle, to improve the students' reading comprehension using synthesizing in small group discussion and the problem in this cycle would be solved in the next cycle.

2. Cycle II

a. Planning

Based on the weakness in the first cycle, the researcher needed to hold the second cycle as well as possible to fix the problem and weakness in the first cycle. The second cycle was conducted on Tuesday, May 13th 2015. In this cycle the researcher made planning based on reflection in the first cycle. The activities were:

1) Identifying the problem

The researcher identifies the problems found in the reflection of the first cycle. Some weaknesses in the first cycle that must be improved as follows:

- a) The students are still confused to do synthesizing strategy. Before begin the lesson, the teacher ought to explain more about synthesizing and its step.
- b) Many students could not comprehend the text maximally, they were not understand the content of the text, because they got difficulties in finding some difficult vocabularies. So the teacher should help the students in finding the difficult vocabularies.

- c) They did not active in the discussion, they read the text without any comment, and they did not want to share their opinion. They did it individually
- d) Some students got the lower score. They did not pass the target score.

2) Choosing the subject material

After finding the problem, the researcher chose the material which was suitable to the use of hortatory exposition in synthesizing in small group discussion activity. The material in this cycle was about "Television and its effect".

3) Making lesson plan

Same as in the first cycle, in this cycle the researcher should make a lesson plan which appropriate with the problem happened in the first cycle.

4) Preparing teaching instrument

In this cycle, the researcher prepared the instrument that needed in the second cycle such as questionnaire sheet, worksheet, observation sheet and teaching media like material handout and list of questions.

b. Acting

The acting in this cycle was rather similar as in the first cycle. The implementation was still followed the step in synthesizing in small

group discussion. In this cycle, the researcher should to make the improvement based on the weakness in the first cycle. The improvements were as follows:

1. Before teaching, the researcher asked the students about the synthesizing strategy to make sure that all of them understand synthesizing strategy.
2. Before discussion, the researcher asked the students to read the text and find out the difficult vocabularies. Students who found the difficult vocabulary should to raise their hand and mention it. The researcher and the students looked for the meaning of it and then the researcher wrote it in the black board so they could see all of them. These vocabularies would help them in understanding the text during their discussion. The researcher allow the students to open the dictionary if they found the difficult vocabularies.
3. The second cycle was different from the first cycle. In the first cycle, the researcher gave five kinds of text to be discussed. At the second cycle the researcher only gave three kinds of text to limit the time.
4. In this cycle the researcher allowed the students to choose their partner. It hoped that the students could discus and shared their opinion in the group.

In the last lesson, the researcher gave motivation to the students to read and learn English more, some of them ask about English.

c. Observing

In this phase, the researcher focused on the teaching and learning process in the classroom. Same as in the first cycle, in this cycle the researcher made some notes about students' activeness, interest and achievement during teaching and learning process.

The activeness of the students was got from many aspects. They were the students' activeness and cooperativeness during discussion and students' argument while learning and teaching process. Same as the first cycle, the collaborator give the check list to each aspect.

The result of observation data in the second cycle:

Table 4.6

The result of observation for students in the second cycle

Aspect Observed	Σ Students' Answer	Σ Score	Percentage
Activeness	23	23	85,19 %
Giving argumentation	23	23	85,19 %
Cooperativeness	24	24	88,89 %

Based on the table above, there are increasing numbers of students' activeness. But not all of the student active in the teaching and learning process.

The students' reading comprehension by synthesizing in the small group discussion in the second cycle was better than the first cycle. It can be seen from the result of assessment in the second cycle as follows:

Table 4.7
The result of students' assessment in the second cycle

No	Name	Group Score	Individual Score	Score	KKM	Note
1	AmaddaIImi	90	90	90	75	Success
2	Ana SyafitriKurniasih	Sick			75	
3	AndhinaPutri Maharani	85	80	82.5	75	Success
4	AnikAzizah	85	80	82.5	75	Success
5	AyumCandraSasmita	80	60	70	75	Unsuccessful
6	FaraMulka Al-Audah	90	90	90	75	Success
7	Farida KhoiriyahPutri	90	80	85	75	Success
8	HamidatusTi'jalul H	85	80	82.5	75	Success
9	HimmaturRosyida	90	80	85	75	Success
10	IntanSuhartina	80	80	80	75	Success
11	IrfaSalsabila	90	70	80	75	Success
12	KhasinaAchyar	90	80	85	75	Success
13	Khatami	Sick			75	
14	KholidahAntun F	90	80	85	75	Success
15	NajahFirdausYumna	Sick			75	Success
16	NaylaKarimah	90	80	85	75	Success
17	NibrasMaryati N	85	90	87.5	75	Success
18	NoviaLu'luulMuniroh	90	80	85	75	Success
19	NunungFauziyah	85	80	82.5	75	Success
20	NurulFatihahHasibuan	90	90	90	75	Success
21	RelungFajar S	85	70	77.5	75	Success
22	RizkaKurniaDewi	90	60	75	75	success
23	SalsabilaFarhana	90	80	85	75	success
24	Sofiana Massa	80	70	75	75	success
25	UkiCahyati	90	70	80	75	success
26	UlfaLailiyatul M	90	70	80	75	success
27	UswatunHasanahHady	Sick			75	
28	VennyNurHidayah N	90	80	85	75	success
29	VikiLutfianaFahmi	80	80	80	75	success
30	WardatuNa'iimatil U	80	90	85	75	success
31	ZidaNurafia	90	70	80	75	success
	Total	2350	2110	2230		26
Average of class				82,59		
Percentage of class				26/27 X 100 = 96,30 %		

The table above shows that there was great improvement between the first cycle and the second cycle. There were 26 students got good

scores and passed the standard minimum in reading comprehension. And the average of the score was increase from the first cycle.

Besides the data above, the researcher also made questionnaire to measure the students' interest in the reading comprehension by synthesizing in small group discussion in the second cycle. The result of the second cycle was as following:

Table 4.8
Percentage of Questionnaire Form 3 (Cycle 2)

No	Students' opinion	Percentage			
		A	B	C	D
1	The students like reading English text	33,33 %	55,56 %	3,70 %	0 %
2	The students like reading comprehension activities	48,15 %	48,15 %	3,70 %	0 %
3	The students think that Understanding English text is not difficult	37,04 %	55,56 %	7,41 %	0 %
4	The students feel that synthesizing is not difficult	70,37 %	18,52 %	7,41 %	0 %
5	The students enjoy reading activities in small group discussion	81,48 %	18,52 %	0 %	0 %
6	Synthesizing in small group discussion helps the students to understand and comprehend the material or the text easily	66,67 %	33,33 %	0 %	0 %
7	By synthesizing in small group discussion make the students feel confident to share their opinion to their friends	66,67 %	33,33 %	0 %	0 %
8	Synthesizing in small group discussion make the students' reading comprehension activity more interesting	62,96 %	37,04 %	0 %	0 %
9	The students' reading comprehension improved after implementing synthesizing in small group discussion activity	66,67 %	33,33 %	0 %	0 %
10	The students get more knowledge after doing synthesizing in small group discussion activity	81,48 %	18,52 %	0 %	0 %

From the data above, the researcher concludes that the students' interest was improved. We can see that only 3,70 % students who less agreed that they like reading comprehension. It could be seen also that 81,48% students' enjoy the activity of reading comprehension by synthesizing in small group discussion. And most of students really agreed that their knowledge was improved after doing synthesizing in small group discussion. It helped them in understanding the text and made them confident to express their opinions during discussion.

d. Reflecting

Based on the observation done at the second cycle, the research had the reflection that the students did the discussion well. In this cycle, they enjoyed and interest during discussion. All of them were active and cooperative during the discussion in their group. And all of them got score appropriate with the standard score.

From the table above, there were 96,30% of students' percentages that reach the minimal score of reading comprehension. The result was up to the standard, it is mean that the second cycle was successful.

After finishing the second cycle, the researcher made a conclusion that synthesizing in the small group discussion could improve the students' reading comprehension. It also made the students more active during teaching and learning process. It also motivated the students' that synthesizing in small group discussion could improve their knowledge.

Besides that, the students could share their opinion to each other. Finally, after finishing the second cycle, the researcher decided to make the final reflection and decided not to revise it to the next plan and stop the cycle since the result of this cycle shown the improvement of students' activeness, interest and achievement in reading comprehension by synthesizing in small group discussion.

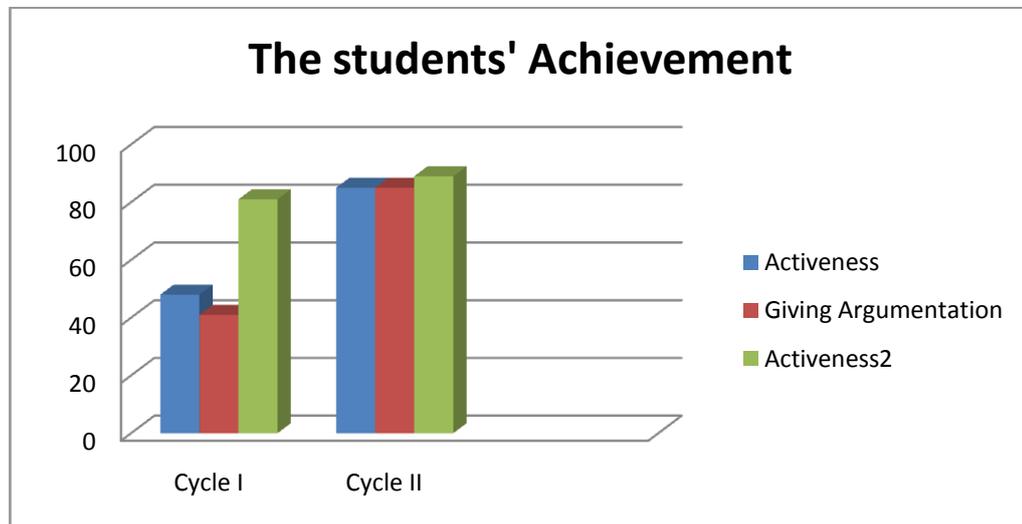
C. Cycle Data Analysis

Process of cycle data analysis as the result of classroom action research includes the students' activeness, interest and achievement in the reading comprehension by synthesizing in the small group discussion was done in the second cycle.

Table 4. 9

The result of the Students' activeness each cycle

CYCLE	Criteria of Success	SUM	Percentage
I	Activeness	13	48,15 %
	Giving argumentation	11	40,74 %
	Cooperativeness	22	81,48 %
II	Activeness	23	85,19 %
	Giving argumentation	23	85,19 %
	Cooperativeness	24	88,89 %

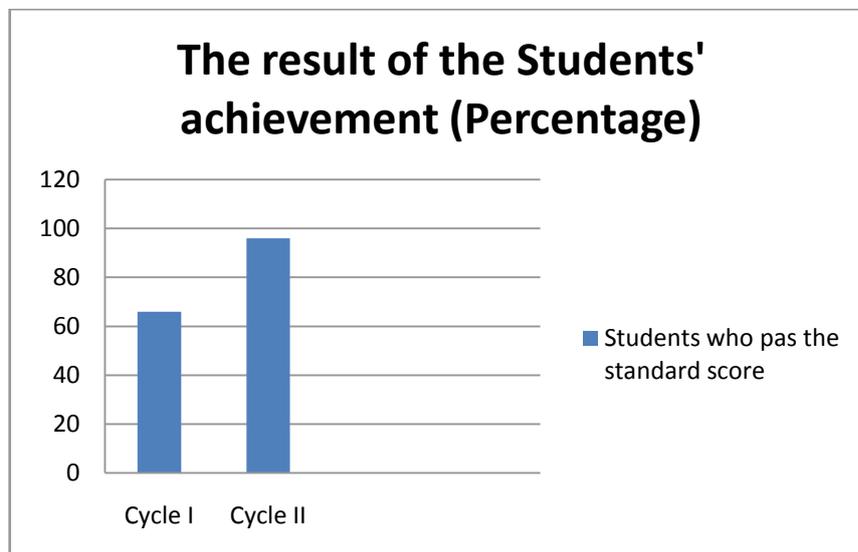
Figure 4.1**The result of the Students' activeness each cycle**

From the table and the diagram above, showed that the students' activeness increased in the second cycle and it reached the criteria of success, so the researcher decided not to continue to the next cycle. Beside the students' activeness, the researcher shows the results of students' achievement the following table:

Table 4. 10**TheResult of the Students' achievement each cycle**

CYCLE	Classification	SUM	Percentage
I	Success	18	66,67 %
	Unsuccessful	9	33,33 %
II	Success	26	96,30 %
	Unsuccessful	1	3,70 %

Figure 4.2

The Result of the Students' achievement each cycle

From the table and the diagram above, the researcher concludes that there is improvement on students' reading comprehension. There were 96,66 % of students who passed the standard score and only 3,37 % who were unsuccessful onreading comprehension.

To measure the students' interest, the researcher gave the questionnaire to the students. The result of the questionnaire from each cycle was:

Table 4. 11
The Result of Questionnaire Each Cycle

No	Students' opinion	Percentage							
		Cycle I				Cycle II			
		A	B	C	D	A	B	C	D
1	The students like reading English text	44,44	51,8	3,70	0	33,33	55,56	3,70	0
2	The students like reading comprehension activity	18,52	66,67	11,11	3,70	48,15	48,15	3,70	0
3	The students think that Understanding English text is not difficult	3,70	62,96	33,33	0	37,04	55,56	7,41	0
4	The students feel that the synthesizing is not difficult	14,81	44,44	37,04	3,70	70,37	18,52	7,41	0
5	The students enjoy the reading activity in small group discussion	25,93	70,37	3,70	0	81,48	18,52	0	0
6	Synthesizing in small group discussion help the students to understand and comprehend the material or the text easily	40,74	59,26	0	0	66,67	33,33	0	0
7	By synthesizing in small group discussion make the students feel confident to share their opinion to their friends	37,04	62,96	0	0	66,67	33,33	0	0
8	Synthesizing in small group discussion make the students' reading comprehension activity more interesting	29,63	70,37	0	0	62,96	37,04	0	0
9	The students' reading comprehension improved after implementing synthesizing in small group discussion activity	22,22	70,37	7,41	0	66,67	33,33	0	0
10	The students get more knowledge after doing synthesizing in small group discussion activity	66,67	33,33	0	0	81,48	18,52	0	0

Based on the table above, there is improvement in the students' interest during learning and teaching reading comprehension by synthesizing in the small group discussion. They enjoy during discussion in the small group. They also have bravery to share their opinions to their

friends. Most of them get more knowledge from synthesizing activity, it proved that 81,48 % of the students really agree with it.

D. Discussion

Based on the research, the classroom action research was done in two cycles. And after applying synthesizing in the small group discussion, the researcher concludes that this method could improve the students' reading comprehension. It is based on the criteria of success that could be reached.

During the research, the researcher found that there were some strengths of synthesizing in small group discussion. Some of the strengths are the students can share their opinions to their friends, it could improve their cooperation and confident. It also improved their knowledge, because synthesizing is the process of combining the new information with existing knowledge to form an original idea or interpretation. Besides it makes reading comprehension more enjoyable and interesting. They are not bored during the teaching and learning process.

Based on the research, it can be concluded that synthesizing in small group discussion improves students' reading comprehension.

CHAPTER V

CONCLUSION

A. Conclusion

1. Synthesizing in small group discussion implemented to make the students' reading comprehension improved. The students had to read and analyze some texts to understand and comprehend the contents of the text. The students discussed the texts with their small groups which made comprehending the text easier and they would share their opinion with their friends. The students not only read and comprehend the text, but also could merge their opinion and new knowledge which got from the text. It would build deeper understanding about the material. From those activities, it could prove that synthesizing in small discussion able to improve the students' reading comprehension.
2. The result of this study showed that there are many strengths of synthesizing in small group discussion. Synthesizing in small group discussion made the reading comprehension activities more fun, enjoyable, interesting and easier to find the information from the text. Synthesizing could improve the students' knowledge, because they were not only read and comprehend one text to get some information. Discussion activities also could help in improving students' confident to present their ideas and opinions. It can motivate them to explore their reading comprehension, especially reading English text.

B. Suggestion

Based on the discussion and conclusion, the researcher offers some recommendation to improve the students' reading comprehension using synthesizing in small group discussion. The recommendation goes to the English teacher of Senior High School to adopt synthesizing in small group discussion for their teaching. Synthesizing in small group discussion makes the students more enjoy and interest to read and getknowledge from synthesizing activities.