Improving the Eleventh Grade Students' Reading Comprehension by Using Discussion Web Strategy in Analytical Exposition Text

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Abstract

Selection This research aimed to know whether Discussion Web strategy can improve the eleventh grade students' reading comprehension in analytical exposition text and participation at MA Al-Badri Kalisat in 2017/2018 academic year or not. The type of this research was Classroom Action Research (CAR). This research was done in two cycles which consisted of planning, implementing, observing, and reflecting in each cycle. The subject of this research was the students of Eleven Science at MA Al Badri Kalisat totaling 18 students. The research instruments used were reading test and observation checklist of the students' participation. Based on the research result, the result of students' reading test was 44.5% and students' participation was 52.75% in cycle 1. Then, the research was continued to the cycle 2 by modifying the teaching and learning activity and revising the lesson plan. The improvement occurred in cycle 2. The students' reading test was 77.78% and students' participation was 80.55%. Therefore, it could be concluded that the Discussion Web strategy can improve the eleventh grade students' reading comprehension and participation at MA Al-Badri Kalisat in the 2017/2018 academic year.

Keywords: Discussion Web strategy, reading comprehension, participation

Reading is a process of enriching information and knowledge from the text. According to Birch and Rumelhart in Lems (2010:33) reading is an interactive process to connect between the text and the reader's background knowledge. Reading is not only a source of information and a pleasurable activity but also as a mean of consolidating and extending the reader's knowledge of the language.

The research is conducted at MA Al-Badri Kalisat. This school uses School-Based Curriculum (KTSP 2006) in the teaching and learning process. The aim of teaching reading in this curriculum is to make students understand the text effectively and efficiently. This curriculum provides reading as one of the skills that is taught and learned in senior high school.

By interviewing the English teacher, it was found that the eleventh grade students of MA Al-Badri Kalisat faced several problems in reading a text. Firstly, it was so difficult for them to comprehend the meaning of every word, sentence, paragraph in the text. The students' reading comprehension achievement was low. It was indicated by their reading score which explained that only 28% of the total students achieved the standard score that was 75. In the previous reading score was also mentioned that the students' reading score average was 71. Secondly, the students did not actively participate in classroom activities when the English teacher taught the students a reading

material. They were not interested in reading English text. They found reading an English text was boring and stressful. For example, when the teacher asked about the meaning of the sentence, they seemed confused and could not tell the meaning of the sentence. They also needed much time to comprehend the text and they got difficult in making inference of the text.

To solve those problems, the researcher uses the Discussion Web strategy in teaching the students. Crawford (2005:96) states that Discussion Web involves the students to have good discussion while comprehending a text. Because the interaction in the activity takes place in pairs and within groups, the activity can be successfully done in classes. Discussion Web can be modified and adapted to fit the de needs of the students and variety of content areas. This strategy builds the students' critical thinking skill because it provides the students to argue in both of the pro and con reasons.

The previous study conducted by Meidilla (2013) proves that Discussion Web strategy is quite effective to be applied in teaching reading because the students seem enjoyable and active in the class and it also helps the students to write using well-organized support for their positions about an issue. Shanda (2013) also proves that this strategy helps the students to make conclusions from the text they get. The objectives of this research are to know how the use of Discussion Web strategy in improving the eleventh grade students' reading comprehension in analytical exposition text and to know how the use of Discussion Web strategy improving the eleventh grade students' participation at MA Al- 2017/2018 academic year or not.

Method

The type of the research used is Classroom Action Research (CAR). The aim of this research is to know the improvement of the eleventh grade students' reading comprehension using Discussion Web strategy in analytical exposition text. According to Arikunto (2010: 130), Classroom Action Research is a study of learning activities in the form of an action, which deliberately appears and occurs in a class. It means that CAR is a study used by the researcher in a class or in school where she or he collaboratively teaches the students by emphasizing on the improvement of learning processes and practices.

According to Lewin in Arikunto (2010: 131), Classroom Action Research (CAR) consists of four stages in each cycle. Those are planning, implementing, observing and reflecting. The planning stage is where the researcher prepares the lesson plan and the instructional material. The text material chosen is analytical exposition text. The second stage is implementing of the action. The researcher implements or conducts the plan in teaching the students using Discussion Web strategy. The activity of implementing stage consists of initial, main and final activity. The main activity is also divided into exploring, elaborating and confirming activity. The next stage is observing. Observing is done during teaching and learning process. Finally, reflecting is last activity to analyze, calculate and identify the data of reading test and observation checklist result. To measure the percentage of the students' reading comprehension achievement the researcher uses this following formula:

$$E = A/N \times 100\%$$

(Cohen, 2007:423)

This research is done collaboratively with the English teacher. To know whether the results of the students' reading comprehension and participation have been achieved or not, it is needed to determine the criteria of success which are divided into two aspects. According to Mulyasa (2012:105), the criteria of success are divided into two aspects. From the result aspect, the action is considered successful if at least 75% of the total of the students fulfill the reading standard score. From the process aspect, the students can be said as the active

participation if they fulfill at least three of five indicators provided in the observation checklist. Then, the action can be successful if at least 75% of the total of the students are actively involved in the teaching and learning process.

The research instruments used in this research are reading test and observation checklist. The researcher uses a test in the form of multiple choices. There are five options provided in the reading test. Then, to measure the students' participation, the researcher uses the observation checklist. The indicators in observation checklist table are: 1) paying attention, 2) discussing with the peers, 3) doing the task given by the teacher, 4) asking questions, and 5) answering the questions. The teacher takes a role as the observer to check the students' participation. To analyze the examined test item, the researcher also implements the developing instruments of the test. Those are difficulty level and discriminating power, validity of the test and reliability of the test.

Results and Discussion

Cycle 1 was conducted in three meetings. It was held on April 26th, 28th and May 3rd, 2018. The procedures of the cycle 1 covered planning, implementing, observing and reflecting. The material theme chosen of analytical exposition was surrounding phenomenon. From the calculation of the reading test cycle 1, it was known that only 45.5% of the students got score more than 75. The percentage average of active students was 52.75%. Based on the results of the students' participation and reading test of cycle 1, continuing the research to the next cycle was considered necessary because the results did not fulfill the criteria of success.

Then, the researcher did the reflection collaboratively with the English teacher before continuing to implement the action to the next cycle. The reflections of cycle 1 were a) the students needed to list the difficult words in the

text to be discussed, b) the researcher needed use a printed picture in exploring activity to make the students know the obvious form of analytical exposition text, c) the researcher should manage the students to do the task properly so that the students can have an active classroom participation, and d) the researcher should explain the task instructions in appropriate orders.

After revising the lesson plan, the cycle 2 was implemented. It was conducted in three meetings, they were on May 5th, 10th, and 12th, 2018. The procedures of the cycle 2 also covered planning, implementing, observing and reflecting. The different activity between the cycle 1 and cycle 2 in teaching the students using Discussion Web strategy is the researcher provides a picture to explain the material for the students in exploring activity. The chosen theme in cycle 2 was the latest events.

By modifying the activities and revising the lesson plan in cycle 2, it was got 77.78% of the students got score more than 75. The percentage average of active students was 80.55%. The improvement occurred in cycle 2. Then, the action did not need to be continued to the next cycle. The different percentage could be seen in Figure 1.

The reading test result of cycle 2 showed that the students' reading score had a better improvement than in cycle 1. It proves that Discussion Web strategy can improve the students' reading comprehension. O'Callagan (2012: 219) explains that Discussion web strategy is a kind of central graphic to help the students comprehend the text in the deeper levels. As explained, this strategy uses the central question to make the students easier comprehend the text. Moss (2013: 40) also states that Discussion Web strategy is graphic aid that helps the students think critically what they have read. It means that this strategy also builds the students' critical thinking because the students are led to express their arguments in both pro and cons reasons while reading an English text which done in a group.

Reading is one of the important skills
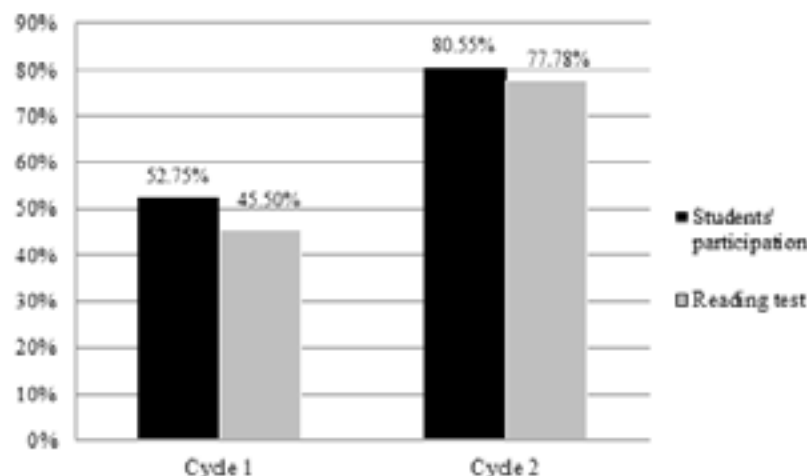
Figure 1. Percentage of Students' Participation and Reading Test Result

which should be achieved by the students to catch the information from a text. The aim of reading is to understand the whole meaning of the text. It is important for the reader to understand the reading text, because one of the purpose of reading itself is to get information or knowledge. Woolley (2011: 15) clarifies the purpose of reading is to understand on what has described in the text in order to know the meaning of the isolated words or sentences. It means that the goal of reading can be reached if the reader can understand and comprehend what the text means.

Using Discussion Web strategy in analytical exposition text can encourage the students' ability in comprehending a reading text. According to Patel and Jain (2008:113), reading means to understand the meaning of printed words or written symbols. As known, it is impossible to comprehend the text without knowing the meaning of each word provided in the text. The researcher who takes a role in teaching the students needs to adjust the material of text with the students' ability. Every student absolutely has different ability in comprehending the text. By modifying the reading activity in the class, the students are more enthusiast and enjoyable in learning process. In this case, Discussion Web is a new kind of strategy for the students. The researcher guides every student who has difficulty in comprehending the word, sentence, paragraph and text.

The students were initially introduced the strategy and the researcher gave the explanation about the use of the strategy and the parts of analytical exposition text. After that, the students are divided into several small groups to make a discussion with the peers and provided a text to be discussed. Grouping the students can make them to share their idea each other. Understanding the surrounding phenomena and the latest events as the topic themes in teaching the students is important to be given because this is the stage where the students can construct their understanding about the related information.

Furthermore, To know whether the reading material is understood by the students or not, it is important to observe the students' participation in teaching and learning process. The researcher calculated and analyzed the result. The observation checklist result showed that the average percentage of active students in cycle 1 was only 52.75%. Then, the researcher continued to the next cycle. By analyzing and identifying the observation checklist result of cycle 2, the percentage of active students was 80.55%. It could be said that the students' participation fulfilled the criteria of success.

Buehl (2009: 76) mentions that Discussion Web is a strategy designed to include all students in active participation in classroom discussion. It is relating to the result

of the students' participation in cycle 2. The result of the cycle 2 shows that Discussion Web strategy gives more chances for the students to actively join the teaching and learning process. It is also proved by the previous study conducted by Meidilla (2013) who states that Discussion Web strategy is quite effective to be applied in teaching reading because the students seem enjoyable and active in the class. It means that the students can work with their peers to discuss the reading text given by the researcher. This strategy is appropriate to be implemented in a small group which consists of at least four students. By using this strategy, the students can have an active interaction with the teacher. For example, when the teacher gives several questions in the text, the students immediately answer the questions. Hence, this strategy is able to build the students' active participation.

Discussion Web is also effective to be implemented in teaching reading to the students because this strategy gives the students a chance to be more active in classroom participantion. Reading is one of the most important ways of learning. As Nunan (2003:68) explains, reading is a fluent process of readers in combining information from a text and their own background knowledge to build meaning. The goal of reading is comprehension the text. It means that the Discussion Web strategy is potential to be used to build the students' understanding in comprehending the text. In short, the Discussion Web strategy can improve the students' active participation in teaching and learning process.

Conclusion

After being taught by using Discussion Web strategy the result of students' reading comprehension and participation in cycle 1 did not fulfill the criteria of success. It was caused the students who difficult in understanding the reading text and some students were not really actively joining the classroom discussion. Then, it was continued to cycle 2 by modifying and revising the teachers and students' activities, the results improved and fulfilled the criteria of success. Therefore, the conclusions of this research are the use of the Discussion Web strategy can improve the eleventh grade students' reading comprehension in analytical exposition text and the use of the Discussion Web strategy can improve the students' participation MA Al Badri Kalisat in the 2017/2018 academic year.

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