

Teaching Reading Comprehension Through Group Presentation at Senior High School

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ABSTRAK

Dalam makalah ini penulis akan memperkenalkan sebuah tehnik dalam mengerjakan *reading* yaitu dengan menggunakan *Group Presentation*. *Group Presentation* merupakan aktifitas yang dapat membantu siswa lebih aktif dan mengembangkan kemampuan siswa dalam membaca kritis. Pengajaran pemahaman membaca melalui tehnik *Group Presentation* ini melibatkan siswa berfikir dan bekerjasama dalam suatu kelompok. Sehingga siswa dapat melatih pemahaman membaca mereka dan saling bertukar fikiran dengan anggota kelompoknya. Penulis berharap semoga pembahasan dalam makalah ini dapat memberikan kontribusi bagi guru dalam mengajarkan *reading* dan bisa meningkatkan minat siswa dalam membaca.

Kata kunci: Group Presentation, reading ability, reading comprehension

A. Introduction

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

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

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

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expected to understand, even comprehend many kinds of text, such as: narrative, exposition, explanation, discussion, descriptive and so on.

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

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

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

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

Group Presentation empowers students to be able to express their thoughts and feelings articulately through group language. The teachers can effectively model an interesting, expressive language for students to emulate. New vocabulary can be introduced and easily comprehended within a reading text. In group presentation, the teacher will give a reading material for the students and they will discuss the material with their groups. The students can deliver their presentation by using media such as: visual aids, note or power point.

There are various definitions of reading as defined by a lot of experts. Reading is a kind of communication between two or more people, because through reading the writer can share their ideas and information with the reader. Nuttal (1982) says that reading is a communicative process of communication where the writer and the reader interact via text. The text presents letters, words, sentences and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies to determine what that meaning is. So in communication is not always interaction face to face between two or more people but also through reading where the interaction between writer and reader happened. In addition, Johnson and Harste in Irwin (1991:7) reveal that the readers use the process of connecting their background knowledge with the word stated in the text in a special context to build the meaning and understand the writer's sign.

Based on the definition above, it can be conclude that reading is the ability of people in order to get information or knowledge from interpretation of printed or written material to understand the message communicated. It is also an interactive process between the reader and the text in order to obtain the information.

Talking about the definition of reading comprehension some experts have given various thought as follows, Harris (1969) defines reading comprehension as a result of the interaction between the perception of graphic symbols that represent language and the reader language skill and knowledge of the world. In this process, the reader tries to get the meaning that is intended by the writer. Then, Irwin (1986:7) suggest that comprehension is an active process to which each reader brings his or her individual attitudes, expectation, skills prior knowledge (reader context). It means that the readers have to discover ideas from the texts based on their background knowledge about the texts.

Otto (1979) states that” The stage of reading is a process of recognition of language. Reading is helpful to strengthen and enlarge vocabulary enrich cultural knowledge and improve ability of using a foreign language. Reading can train the ability of thinking, comprehending and generalize the ability of reading. To emphasize reading teaching is necessary.

Clark and Clark (1977:45) suggest that comprehension divided into two processes. Construction process concerns with the way listeners construct an interpretation of a sentence from the speaker’s words. They seem to begin by identifying surface structure and end up with an interpretation that resembles an underlying representation. Utilization process concerns with how listeners utilize the interpretation for further purpose for registering new information, answer question, following orders, registering promises, and the like.

Hill (1997) states that group presentation is part of communication delivered by a group of students at class. It is different from written communication. Listeners have one chance to hear us talk and cannot re-read when they get confused. In many situations, they have or will hear several talks on the same day. Being clear is particularly important if the audience cannot ask questions during the talk.

Patterson (1983) states that group presentation must do well talked and should avoid the bad talk. The speaker of group presentation could have it fluently if they ignore spelling, grammar and legibility, and then always use complete sentences, never just key words. If possible, use whole paragraph and read every words. In delivering the group presentation the students or presenters should prepare and focus on five points, such as the audience, planning your presentation, delivering your presentation, effective use of notes, and the visual aids. In giving the group presentation, the speakers or presenters, if he or she will use slide or power point he or she should prepare the talking outline. Outline talking is a starting point, not a rigid template. Most good speakers average two minutes per slide- not counting title and outline slide- and thus use about a dozen slides for a twenty minute presentation.

B. Discussion

1. Preparation

Before doing reading activities in class, the teacher needs to do some preparations in order to run the process of teaching and learning well. There are many important things to be prepared such as the selection of the materials, teaching aids, and choice of suitable technique. The material that gives to the students should be appropriate with their level and interested and can improve their motivation.

In this case, the most important thing to be prepared is the technique of teaching. It will be better for the teacher to make the students active in teaching learning process. The teacher does not only prepare the technique of teaching but also prepare the good material.

Teacher prepares the teaching set and prepares several media, she also prepares the reading assessment rubric, setting the schedule and prepares the teaching materials.

- a. Teacher prepares the lesson plan about material today.
- b. Teacher prepares media such as in focus, laptop and so on.
- c. Teacher prepares reading material today.

It can be restated what to do for teaching reading through group presentation. That the teacher know several steps:

1. Prepare the materials
2. Prepare teaching aids
3. Determine the suitable technique (for example “group presentation).
4. Prepare the reading assessment rubric
5. Set the schedule
6. Prepare the lesson plan

2. Teaching Model with Group Presentation

This part will present the model of teaching through group presentation. The text that is going to be comprehended is the narrative text. For group presentation, teacher prepare some narrative text and distribute them to different groups (for example there are five groups). Students group consist of moderator, secretary, and presenter. They are given time for preparing their presentation at home, possibly they may prepare power point and LCD/ laptop for reading activity in the following time.

For group presentation, the activities are still consist of pre-teaching (reading) activities, whilst-teaching (reading) activities and post-teaching (reading) activities.

a. Pre-Teaching (reading) Activity

1) Greeting:

- Teacher : “Good morning students”.
Students : “Good morning mom”.
Teacher : “How are you this morning?”
Students : “Fine, thank you. And you?”
Teacher : “I’m very well. Thank you”.

2) The teacher asks students to pray to the God and check their attendant list. The teacher might ask the following question:

- Teacher : “Well students, before we start our lesson today, let’s pray to God, chairman please lead your friends”.

Students : (Students are praying)
Teacher : Now, let me check your attendant list first. (The teacher checks students' attendant).

3) The teacher checks students' readiness:

Teacher : "Are you ready to study now?"
Students : "Yes mom....."

4) Teacher motivates students to learn by following question:

Teacher : "we already have discussed about the components of narrative text last week, such as: the purpose of narrative text, generic structure, language features, types of narrative text, and the moral value of narrative text. We also have presented those materials by using power point in front of the class last week but I am dissatisfied because many of you still do not understand. I hope from now you must study hard and pay attention while I am explaining the lesson.

Teacher : "Today we will discuss the other narrative text that given to you last week and you present it in front of the class based on your each group".

5) The teacher making apperception:

Teacher : "Before your group present in front of the class, I will show you this picture." (Teacher shows the pictures of ducks and turtles).

Teacher : "Nice picture isn't it?"
"Do you ever see this animal in your daily life?"
"Do you know, behind this picture, we can see a nice story about it?"

b. Whilst-Teaching (reading) Activity

There are several procedures of whilst-teaching activities.

1. Exploration

In this stage there are some activities can be as follow:

1) Teacher tells the students a story about the picture before the students read the story.

Teacher : "Well students, I have a story about this picture (duck and turtle)

Students : "Ok miss"

Teacher : "Have you ever heard the story about duck and turtle before?"

Teacher : "Not yet mom".

2) Teacher distributes the text to the students and asks the students to pay attention to the text and asks some questions:

Q: What do you think this story is about?

Q: What do you think will happen in this story?

- 3) Teacher asks students to read the text one by one in front of the class.
- 4) Students discuss the components of the text in group
- 5) Before the groups performed their presentation they had to prepare everything and then based on the schedule they performed the activity through group presentation. They present the material that has already given by the teacher last week. Each group got different material or text to present. They can use power point or chart to present their material.
- 6) The teacher asked students to prepare their group. Each group consists of 3 or 4 persons. They were as follows: shared the role for presenter, moderator, and writer (for extra person was writer 2).
- 7) The group shared the hand-out or the printed material to the audience and the teacher.

2. Elaboration

- 1) In this activity the group who are present in front of the class will introduce the member of their group. Who are become the moderator, presenter, and secretary.
- 2) The moderator opens the presentation.
Moderator : “Well friends, we are from group 1 will be present a narrative text about Duck and Turtle. The material will be presented by Dona”.
- 3) The group presents their material by using power point or chart in front of the class.
- 4) The presenter read the whole paragraph of the text and the other groups listen to the presenter.
- 5) After reading the text, the presenter explains the purpose, generic structure, language features and moral value of the text in slides.
- 6) The teacher monitors and motivates the students.

3. Confirmation

- 1) After the presenter finish present the material, the moderator open the discussion session. The moderator invites the each group to asking question or giving addition or suggestion related to their presentation.
Moderator : “That’s all about our explanations about the text. Now, we come to the next session. Is there any suggestion, addition or question from the other groups?”
- 2) The secretary records the suggestion, addition and question from the other groups and the group tries to answer the questions.
- 3) The teacher also records the students who active in the discussion and checklist their name.
- 4) The secretary writes a summary or conclusion of their group presentation and reports it to the other groups and to the teacher.

c. Post-Teaching (reading) Activity

- 1) Teacher gives more explanation or addition about the material that already has presented before.

- 2) The teacher also answers the question if there is a question which didn't complete yet.
 - 3) Teacher gives a quiz about the materials to check the comprehension of students.
 - 4) The teacher concludes the material today.
 - 5) The teacher close the class by greeting the students
- Teacher : “Alright students, that’s all for today and don’t forget to study at home. The next group will present next week”.
- Students : “Ok mom”.

3. The Advantages of Group Presentation

There are several advantages in teaching reading through group presentation. They can:

- 1) Group presentation in performing reading comprehension making the students involve altogether getting meaning from the printed page.
- 2) Group presentation can involve the students’ self confident to speak in front of many people.
- 3) Students will study hard to comprehend the text.
- 4) Students will more active in teaching reading activity.

C. CONCLUSIONS AND SUGGESTIONS

In this point, the writer discusses about Group Presentation in teaching reading. This technique helps the students more active in reading to get information of the text. Based on the explanation in the previous chapter, the writer concludes that, in teaching reading the teacher can use Group Presentation as a technique to encourage the students to improve their reading ability. There are some advantages in this technique; first, the students can be easy in learning process and to find information from the text because they can work together with their friends. Second, Group Presentation can involve the students’ self confident to speak in front of many people. Then, it can help the students to more active in teaching reading activities. And the last, this technique is very effective in improving student’s comprehension of what their read because the students will study hard to know main idea and information of the text before they present their group in front of the class. The writer believes through this technique, students reading comprehension can be increased in reading text. Furthermore, students can read well and they will be feel more motivated, and can answer the questions in examination. Thus, this technique can be applied in the classroom in order to make the learning process more effective and efficient.

From the conclusion above, it is suggested to English teacher to use Group Presentation in reading activity. Through this technique, the teacher can involve the students’ interaction. The interaction between students-teacher and students-students will be closer. This technique is appropriate in teaching reading text. This technique needs good time management; it should be well prepared before the lesson time. Teacher needs to prepare the materials, and also the media. For the

suggestion, the teacher may use a computer or in focus as a media to present the materials. Meanwhile, the teacher should pay attention to the students' fluency. If the students make a mistake, the teacher should correct the mistakes after the groups finished deliver their presentation. If this technique is successful in promoting the students ability, it is suggest socializing these technique to other English teacher.

Note: This article is written based on the writer's paper with a guidance from Drs. Jufri, M.Pd

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