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THE EFFECTIVNESS **TEACHING READING COMPREHENSION** USING GROUP WORK DISCUSSION METHOD (At tenth grade of SMKN Plered in academic years 2019-2020 Author-name1, Author-name2, Author-name3 1 Astriliani Dadara H. Sudiyono, S.Pd., MM 3AuthorAffiliation 1 email: astrilianidadara@gmail.com, 2 email:sudiyonostkipslw@gmail.com , 3email-author-3@ymail.com Abstract **This study aims at** knowing how the effective **teaching reading comprehension** by using group work discussion method of **the tenth grade students** at SMKNPlered.The research design which is used in qualitative descriptive with one group.

The subjects of this research were students from Industrial Automation Engineering 2 (TOI 2) of **vocational high school** Plered. The instruments used were interview, pre-test and post-test with the material recount text. From the reading skill test, the students' **pre-test mean score was** 61.55 increasing to 81,89 in the post-test. So, **it can be** concluded that teaching reading by using group work discussion method an effective improve the students' reading skill. Keywords: Teaching reading comprehension, Group work discussion INTRODUCTION In learning and teaching **English, there are four skill** that have been learnt at school. They are **listening, speaking, reading and writing**. One of them is reading skill.

Reading is considered to be an important skill that needs to be learnt by students. According to Dean (2013), reading is more than seeing words clearly, more than **pronouncing printed words correctly and more than recognizing the meaning of isolated words** (Muslaini, 2017). Based to Harvey (1990) **as cited in** (Suhana & Haryudin, 2017) argued that purpose of reading in language is to inform ourselves about something we are interested in, or challenge on certain matters.

Based on Ahmadi (2015), "The reading strategy of cognitive aspect understanding ability to play an active role in education process". Reading is an activity informed by the apprehension of images, shapes, patterns, and rhythms, which come to be recognized through repeated encounters and remembered forms; (Lorange, 2014: 30) as cited in (Yulianti & Setiawan, 2019). Reading comprehension is also the process of understanding and construction meaning from piece text. Connected text is any written material involving multiply words that forms coherent.

Phrases, sentences, paragraph and so on are examples of connected text that can be read with comprehension. Reading difficulties became most apparent when the reader is unable to grasp the meaning from the text passage. Reading comprehension may be affected by the difficulty of the text, the vocabulary words used in the text, and the reader's familiarity with the subject matter, among other factors. Understanding a written text means extracting the required information from it as efficiently as possible.

For example we apply different reading strategies when looking at the notice board to see if there is an advertisement if for a particular type of flat and when carefully reading an article. Nunan (2003), as cited in (Ulya & Faridi, 2017) stated that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning, and the goal of reading is comprehension. Teaching reading comprehension in the the formal education system in Indonesia is focused on providing students with the comprehension of literal, inferential, appreciation and evaluation.

In the academic context for high school students, the development of reading comprehension is more emphasized for literal and inferential comprehension by using the material taken from the various types of authentic text as found in their daily lives. Teaching reading comprehension has a challenging to the teacher because the students have no interest and less motivation in reading. From the problems, the teacher should use an appropriate strategy to motivate and encourage the students' ability in reading comprehension. In this phase, the strategy is important case to use to help the teacher in teaching.

Many strategies can be used by the teacher in teaching reading comprehension. One of many strategies that appropriately used by the researcher is "group work discussion method. This strategy is the most suitable strategy used by the researcher in teaching reading. The group work discussion is teaching reading strategy which have the purpose to help the students to comprehend the text. This strategy will help students how to understanding and comprehending reading skill by working in pairs so that students can change their mind each other to solve the problems in reading.

This strategy will facilitate students to figure out their problems in reading. The teacher can use this strategy in learning. Group work is often recommended for developing social and language skills. It is also a means by which students can support, challenge and extend their learning together, for example by searching for information or through problem solving or working on creative tasks. As stated in Douglas (2000:11) group work can develop the students to interact with other students. It means that group work can develop quite warm, friendly atmospheres in which members feel comfortable and accepted in their membership. According to Garvin, Tolman, and Macgowan (2016) "it remains one of the principal methods that social workers use to create change".

In the main, social groupwork is carried out for the benefit of participants who are clients of social services, thus their primary focus is working with people experiencing difficulties in their lives and who are marginalized. According to Anderson and Anderson (2002:3), recount text is a recount is a text which list and describe past experiences by retelling events in the order in which they happened (chronological order). The purpose of the Recounts text is to retell events with the purpose of either informing or entertaining their audience (or both) as cited in (Yusnita et al.,

2012) Referring to the problem above, the researcher should have to know what the right method which is used for teaching, the researcher chooses group work discussion method as the way of teaching. Based on the background above that has been mentioned before, the problem of research is formulated the form of questions : How was the effectiveness of Teaching Reading Comprehension using Group work Discussion Method at the Tenth Grade Students of SMKN Plered? METHOD In this research used qualitative method because this study is focuses on analysis of the reading material in context. The material of this study focused on experience.

Qualitative research methods use descriptive procedures to generate meaning and understanding of the phenomenon being studied. In conducting this research, some steps are taken to make the research run in a well-organized way, The steps collecting data are described below: Collecting the number of population and sample of the research they were the tenth grade Industrial Automation Engineering 2 (TOI 2) Distributing the pretest to the class Collecting the scores of the pre-test Giving the treatments to the class as a group work discussion method. Distributing the post-test to the class.

Collecting, Analyzing, and interpreting the scores of posttest of the class Distributing the interview to the students. In this study, tenth grade industrial automation engineering two (X TOI 2) in vocational high school in Plered were taken as the sample. This class

consists of 29 students. RESULTS AND DISCUSSION Results Pre-test and post-test The researcher used a multiple choices test in order to again the objectivity of the result. In scoring system of the students' reading test, the researcher used formula to find the mean as stated by Ngadiso (2013:5-7) is follows: $M = \frac{\sum X}{N}$ Notes: M= Mean score X= Total score N= Total students The result of students' in pre-test and post test

Criteria	Pre test	Post test
1. Below KKM score < 64	19	2
2. Passed KKM score 70-84	10	17
3. Passed KKM score 85-100	12	4
4. Minimum score	55	73
5. Maximum score	75	93
6. Total score	1.785	2.375
7. Mean	61,55	81,89
8.		

Improvement in percentage 20 Interview The research instrument is a questionnaire sheet, this questionnaire aims to find out the difficulties students experience in learning English, as well as student responses regarding recount text, both advantages and disadvantages. The following detail of questionnaire result can show on table above.

No.	Questions	Yes	No	frequency	percentage	frequency	percentage
1.	"Have you ever learnt the recount text?"	29	0	100%	0%	0	0%
2.	"Do you have any problems in reading recount text?"	20	9	69%	31%	9	31%

"Do you think the Teaching strategy you have just joined are helpful in reading recount texts?" 25 86% 4 14% 4. "Do you think this strategy is interesting?" 26 90% 3 10% 5. "Is the model of the Groupwork Discussion doesn't make you born when the learning process takes place" 27 93% 3 7% Average 87,59% 12,41% Discussion Pre-test and post-test On the basis of the finding and the analysis of preliminary test, the researcher found that there were only 10 students or 34% passed the test and 19 students or 66% failed the test. And the resercher give the treatment to the students before post-test. So as a result the students score increased. It could be seen that the 12 students or 41% passed the test with the score 85 – 100 and 17 students or 59% got 70-84 Quistionare Based on Table 4.2

the researcher analyzed the firsts up to fifth questions as follows: From The data showed that, The first question 29 students(100%) answered "yes". It means that students' have learnt in learning reading using recount text. And none of them choose "no" questions. The second question 20 students (69%) stated that have not problem with recount text in Group Work Discussion method in learning reading. And 9 (10%) students who have problem in reading recount text and answered "no". The third question 25 students (86%) stated that Using Group Work Discussion method made them more became active in learning reading.

And only 4 (14%) students who were not sure about that and answered "no". it means

that using Group Work Discussion make the students became active in learning reading comprehension. The fourth question 26 students (90%) answered "yes" and only 3 (10%) students answered "no". it would be concluded that the student enjoy learning reading by applying Group Work Discussion Method The last is 27 students (93%) stated that using group work discussion technique enjoy in learning reading, but 3 (7%) student stated that using group work made him bored in learning. So the students not feel bored in learning reading recount text by applying group work discussion Method.

After analyzing the data above, **it can be** seen from the students response toward the alternative answer "yes" was 87,59%. While the negative response of the students towards "no" alternative answer was 12,41%. **CONCLUSION** **Based on the result of** the research. The researcher drawn conclusions as follows: The students' reading comprehension can be improved by group work discussion. The improvement can be shown by the means of pre-test and post-test is 61,55 increase to 81,9. So, the researcher concluded that there is asignificant difference between the reading comprehension of **the first grade** of SMKN Plered in the academic year 2019/2020 taught by group work discussion in pre-test and post-test.

It mean that small group discussion can improve the students' reading comprehension. Students have positive responds towards the Group Work Discussion as away **to improve student** ability in reading comprehension. The student felt that the method helped them in improving their reading. And most of students were argued an interesting method in learning reading be implemented **in teaching reading** comprehension. for this purpose researcher should choose material that was not only interesting but worth spending time on. REFERENCES Edvieanto, E., Munandar, R., & Munandar, A. (2019). Improving Students' Reading Comprehension Using Scanning Technique.

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