

**GROUP DISCUSSION AS A MEANS OF ELICITING
STUDENTS' COMPREHENSION OF
READING PASSAGES**

A THESIS

**In Partial Fulfilment of the Requirements for
the Sarjana Pendidikan Degree in
English Language Teaching**



By :

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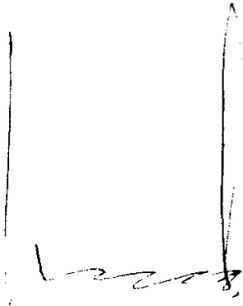
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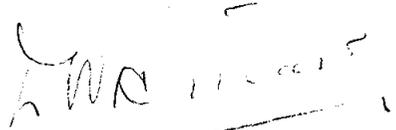


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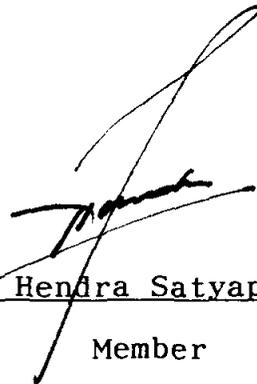
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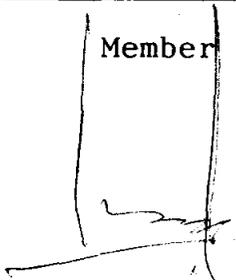
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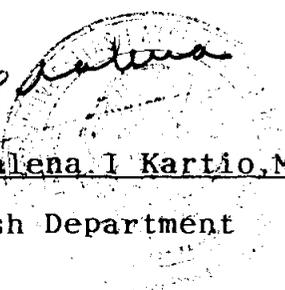
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TABLE OF CONTENTS

	page
APPROVAL SHEET (1)	ii
APPROVAL SHEET (2)	iii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENTS	vi
ABSTRACT	ix
CHAPTER I : INTRODUCTION	1
1.1 Background of the Study	1
1.2 Statement of the Problem	6
1.3 Objective of the Thesis	6
1.4 Significance of the Thesis ..	7
1.5 Scope and Limitation	7
1.6 Definition of Key Terms	7
1.7 Research Methodology	8
1.8 Organization of the Thesis ..	9
CHAPTER II : GROUP DISCUSSION	10
2.1 The Nature of discussion	10
2.2 The Nature of Group Discussion	12
2.2.1 The Types of Group Discussion	14
2.2.2 The Design and Content of Group Task	17

2.3	The Organization of Group Work	20
2.3.1	The Size of the Group	20
2.3.2	The Range of Ability of Group Members	22
2.3.3	The Seating Arrangement	23
2.4	The Advantages of Group Work	24
CHAPTER III : READING COMPREHENSION		28
3.1	The Nature of Reading Comprehension	28
3.2	Types of Reading	31
3.2.1	Intensive Reading	32
3.2.2	Extensive Reading	32
3.3	The Relationship between Reading Comprehension and Group Discussion	33
CHAPTER IV : PROCEDURES OF GROUP DISCUSSION IN READING COMPREHENSION		35
4.1	Preparation	35
4.1.1	Finding Suitable Materials ..	35
4.1.2	Arranging the Time Limit ...	37
4.1.3	Dividing the Students into Group	37
4.1.4	Choosing the Group Leader....	38
4.1.5	Giving Clear Instruction ...	39

4.2	Presentation	39
4.3	Evaluation	41
CHAPTER V	: CONCLUSION	44
5.1	Summary	44
5.2	Suggestions	45

BIBLIOGRAPHY

APPENDIX

- APPENDIX : Lesson Unit Program

ABSTRACT

Retnowati, Nila. 1995. Group Discussion as a Means of Eliciting Students' Comprehension of Reading Passages, S1 Thesis, The English Department of Widya Mandala Catholic University, Surabaya.

Reading is very important for one's academic life and it is also a cheap form of entertainment. Without the skills of reading, the transfer of information would purely rely on one's hearing ability. As such, the ability to read well is the basis for the success of one's school and any future life. Obviously, learning to read, must be emphasized from the earlier stages of one's schooling.

The fact of the matter is, most students still find difficulties in comprehending reading passages. They ever consider reading as a boring subject. There have been some constraints in the teaching-learning of the reading skills. These constraints are found mainly in the students' ability to comprehend the reading passages and the teachers' techniques in teaching the reading skills. As a result, the students are not satisfied with their efforts to comprehend English passages.

Based on the above mentioned reasons, the writer suggests teachers use group discussion as one of the techniques in teaching reading in classrooms. She hopes that the English teachers will make use of the information suggested here to help their students better comprehend reading passages.

To be successful in using this technique, the teachers should concentrate on the types of group discussion and the design and content of group tasks. The types of group that the writer suggests here are work and problem solving because with them every student is active. Besides, the tasks for discussion should be kept simple and should contain interesting matters. Moreover, the teacher should be sure that the students are not afraid to talk and to make language errors. They should be made to learn from one another's mistakes and help out with a needed word.

The procedures of carrying out the group discussion in the classroom are, among others: preparation, presentation, and evaluation. The preparation consists of finding suitable materials, arranging the time limit, dividing the students into groups, choosing the group leader, and giving clear instructions. The presentation consists of the teaching learning activities in the classroom.

The evaluation here consists of assessing and fastering the student's understanding of the given passages.

This group discussion as a technique is one of the teacher's efforts to make his teaching more useful because it will give variation in the teaching of reading in the classroom. By using this technique, the teacher helps increase the students' ability to comprehend reading texts.

Since the ideas presented here are mostly speculative, the writer suggests that experimental studies be done to see how effective this technique is in teaching of reading in the classroom.