

CHAPTER V

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This chapter consists of two sections. The first section is the summary where all main points that have been discussed previously are summed while the second section concerns with some suggestions that may be useful for the English teachers in managing group discussion in reading classes as a means of eliciting students' comprehension.

5.1 Summary

Reading is important for more human beings because by reading they can get knowledge about science and technology from texts written in English. This importance of reading is also realized by the curriculum of Indonesian High schools which gives more emphasis on reading comprehension teaching hours.

In reality, there are many students who face difficulties in comprehending given reading passages. One of the causes may be the application to the teaching-learning of reading in the class or some passages are too difficult for them. In addition, most of the reading class are so big that there is not enough time for each of them to share opinions, discuss important issues, or practice using English for communication.

One way of solving those problems, is the teaching of reading comprehension through group discussion. This technique can be used as an aid for eliciting students' comprehension of the given reading passages. Through group discussion the students have a chance to learn from their fellow students. During the lesson they will be actively sharing informations. Bryne (1976:82) claims that in group discussion, the students can exchange their opinions within the context of the group with the students talking among themselves. Besides that, group discussion can be a means of increasing interaction, meaning that the students can practice using the target language and help one another to deal with all the new language skill.

Thus, group discussion can assist the students to learn in their own appropriate level and work more freely. Through group discussion the quieter students or the weaker ones can be involved without worrying about being wrong or sounding dumb.

5.2 Suggestions

In order to be successful in carrying out this technique, the teachers should do the following things:

- a. Before asking students to have discussion, the teacher should prepare the seating arrangement, for each group. The number of students in each group should be small enough so that all members can be

involved in the discussion. The material can be taken from English newspapers or magazines as a variation, as long as the topics are related to the curriculum. Besides that, the teacher should master the materials that are going to be discussed.

- b. The teacher should tell the students about the roles of the leader and the members in the discussion. He also explains clearly about the tasks so that the students can do them well.
- c. The teacher should help the students during discussion. He should help the students when they ask questions about vocabulary or structural items. He also can give his opinion if the discussion get stuck. Besides that, he has to realize that there is no domination from the part of the smart students.
- d. When the students are presenting the reports, the teacher should not correct every mistake they make right away. Instead, he should listen and note down any mistake they make to be discussed by the end of the class.
- e. It is suggested that other students carry out experiments to see whether group discussion is really fruitful for the teaching-learning of reading comprehension or not.



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