

ABSTRACT

Wahyuningsih, Indra, 2012, The Effectiveness of Small Group Task To Improve Students in Reading Comprehension at The Eleventh Grade of MA NEGERI 1 KOTA MOJOKERTO.

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Key term : Reading Comprehension, Background Knowledge Activation, Small Group Task.

Reading is an important activity in language. Reading is a process done by the reader to get meaning from the text transferred by the writer, reading generally defined as a process of identifying printed text to understand meaning. Reading enables people to find out information from a variety of texts, written or printed information from newspapers, magazines, advertisements, and so on. As a part of language skills, reading plays an important role for the success of language learning. In reading activity, we are not only reading the text, but also trying to understand what we are reading.

This research is about Increasing Students' Reading Comprehension Using Small Group Task at MA NEGERI 1 KOTA MOJOKERTO. The basic problems which are answered in this study are whether small group task can increase students' reading comprehension and it is implementation. The subjects were the students of XI-IA 1 and XI-IS 1 at MA Negeri 1 Kota Mojokerto in the 2011/ 2012 academic year. The study was designed to improve the students' reading comprehension ability by using the small group task. The research design is quasi experimental. The study was conducted to find out the students reading ability. There were two criteria to determine that the study was considered successful, the students' mean score increased from 65,7 into 78,5 the students were actively involved in teaching learning activities The, and 80 % of the students were able to answer the questions based on the text in reading comprehension.

The findings indicated that small group task was successful in improving students' reading comprehension ability. The improvement could be seen from the increase of the students' mean scores and the students' involvement in reading comprehension activities. Furthermore, the findings of the study revealed that the appropriate model of small group task could be well implemented by using three procedures: (a) pre- reading activity that focused on activating the students' prior knowledge; (b) whilst reading activity that focused on reading the text silently, discussing the content of the text with their group, answering comprehension questions, monitoring and providing assistance, and checking the students' answers; (c) post reading activity that focused on rechecking the students' understanding of the text.

From the findings, it could be inferred that small group task was not only effective in improving the students' reading comprehension ability but also in enhancing their participation in the learning process. Therefore, it was suggested that English teachers applied small group task in teaching and learning reading comprehension.