IMPROVING READING SKILL BY USING BUZZ GROUP FOR ISLAMIC STUDENTS IN ISLAMIC STATE INSTITUTE PONTIANAK

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A B S T R A C T
The study reveal the reading improvement by using Buzz groups technique. This study used action research. This research finding that buzz groups technique can improve students' reading comprehension. The improvement can be identified from students' reading comprehension achievement in finding word meaning, finding detailed information, identifying the referent, identifying the main idea, identiying implied information, identifying the language characteristics of the text including identifying the generic structure of the text and identifying communicative purpose of text. The result score of pre-test is 60.2, the mean score of post-test 1 is 75.4, and the mean score of post-tes 2 is 83.
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Key Words: Reading comprehension, buzz groups, CAR (Classroom Action Research)

INTRODUCTION

English as a foreign language in Indonesia is acquired through learning process. Learning is getting of knowledge of a subject or a skill by study, experience, or instruction (Brown, 1994 : 7). Indonesian goverment places English as a compulsory subject in secondary schools and universities. Even some primary schools have included English in their curriculum.

Based on the satements above, it can be concluded that teacher should teach students how to use the language to communicate, both in oral and written forms. Reading is one of the ways to communicate in written forms. Reading

implies both a writer and a reader. A writer puts his ideas onto the page and the reader tries to understand the author's meaning and thinks about what he has read. Because it is used to communicate, when reading one needs to figure out what is being read. In other words, one should comprehend or understand the ideas. Reading is one of the aspects noted as an important abilities in broadening readers' perspectives, giving them a chance to see the world.

It is in line with what experts say about reading. For one thing, William (1996: 2) states that reading is a process whereby one looks at and understands what has been written. In other word, we can say that reading is a process of communication between writer

and the reader. A similar definition is stated by Aebersold and Field (1997: 15) that reading is something which people look at the text and assign to the written symbols in that text. From both definitions, it can be concluded that reading is a process of reacting and understanding a written text as a piece of communication. Reading does not necessarily need to look everything in a given piece of text. The reader is not simply a passive object, fed with letters, words, and sentences, but is actively working on the text, and is able to arrive at understanding without looking at every letter and word. Reading does not mean the activity to read aloud but to comprehend the message and information in the text.

The researcher found that the students had a problem in reading. The teacher said that the students have weaknesses in reading comprehension. Most of students said that reading is the most difficult part when learning English because they have problems when they read English text.

Based on the the pre-observation and interview done in pre-research, researcher found that the students' comprehension was low. This can be observed in the reading classroom. Their motivation to follow reading activity was low. The students were not enthusistic and interested in learning reading. Moreover, they looked like sleepy and bored during the lesson. Most of the students still got difficulties in comprehending English

texts. They found it difficult in comprehending a text when finding many new words. The students also tended to be passive during the teaching and learning process. They were not actively engaged in the learning activities.

The researcher observed the low reading ability at the seond semester of Islamic Education (PAI) students . It was recognized when the researcher did pre-test to the students. Based on the students' average score in pre-test, the researcher found that the score was only 6,1. Moreover, the writer found out that there were gaps among the students in the class. Only some students had good achievement and actively follow the teaching learning process. So, the interaction in the class was low. Most of the students still found troubles and difficulties in understanding or comprehending a text.

After pre-observation on the teaching learning process at class, the writer found that there are some problems that arised in students' reading comprehension. The problems came from the students, teacher, technique, and material. The problems came from the students are as follows: (1) students had difficulty to infer meaning from the text they read; (2) students had problem to find the main idea of the text; (3) students had problem in finding detailed information of the text; (4) students had problem to find implied information of the text, (5) students had problem to identify language characteristics of the text (6) Students had difficulty to find the referent of pronoun.

The writer found some reasons why those problems arised, that is, they were influenced by classroom situation. They are: (1) the students were noisy in the teaching and learning (TL) of English in the classroom, they made noise by chatting with their friends; (2) the students tended to be passive learners because the teacher dominated the classroom activities; (3) the students paid little attention toward their teacher's explanation during TL activity because the teacher only used conventional method of teaching, which was teacher-centered. (4) the students did not have sufficient intrinsic motivation to learn English especially in reading classroom. They only read the text when the teacher asked them without knowing what the text was about. They thought that reading English text was very difficult to understand, so they were reluctant to read English text and they were lazy to do their homeworks.

Other problems came from the teacher. The problems dealt with the way the teacher taught the students reading. Teacher did not use appropiate technique to teach reading that encouraged students to be active. For one thing, she only got the reading materials from texts books and exercise books. She merely asked the students to read a certain text in the book or the students' exercise book (LKS), and then she asked them to do the task following the text. Moreover, the teacher dominated the class and she just read the written text without knowing wheter the students got the information or not. Most of teachers used teacher-centered approach in their teaching learning process. Therefore, some of the students never participate in a discussion if the whole class were listening to their contribution. The monotonous process of learning discouraged students to learn. The other problem was that the teacher was not able to make interesting class situation, so the students were not interested in the topic.

Another problem was related to the technique the teacher used to teach. The teacher only used lecturing or teacher-centered technique in teaching reading so the teaching learning process was monotonous. The teacher only gave the text, explained it, and then asked students to do the exercises based on the content of the text, and gave homework for the students to make other similar texts. This technique did not suit the condition of the teaching learning process.

The last cause came from the material. The material was not suitable to the teenage world and it was not interesting. Moreover, the text contained unfamiliar words. So, the language teacher must be creative and innovative to made interesting material in order to get the goal of the language teaching.

To overcome this problems, the teachers are supposed to be creative on developing their teaching technique to create good atmosphere, improve the students' reading comprehension and make the English

lesson more exiciting. The teacher has to be able to make the interesting materials and to use an interesting technique for the students in the process of teaching and they have to know how

to apply it. The influence of materials and technique of the English teacher in teaching learning process is really vital because students will be more interested in following the study.

One of the suitable techniques in teaching reading to the condition of the teaching leaning process at class is buzz groups technique. *Buzz Groups* technique is a team of four to six students that are formed quickly and extemporaneously to respond to course-related questions in order to get ideas that are generated with the feedback and discussed by whole group (Barkley, et al. (2001: 112). In other words, it is a small group discussion formed for a specific task such as generating ideas, solving problems or reaching a common viewpoint on a topic and then followed by whole class discussions in larger groups to summarize the topic within a specific period of time. Large groups may be divided into buzz groups after an initial presentation in order to cover different aspects of a topic or maximize participation.

The using of buzz groups technique was first associated with J. D. Phillips and is sometimes known as the Phillips 66 technique. Moreover, Philips says that

Buzz Groups technique is particularly useful in larger classes and also encourages shyer students to participate. Buzz Groups technique is effective for generating information and ideas in short period of time. In fact, some students have trouble participating in large group discussions or meetings, so by dividing the whole class into small groups, more students have the opportunity to express their thoughts because students have a chance to practice their comments and to increase their repertoire of ideas in their buzz groups.

One way to discuss the text deeply and to give students experience is through group interaction. Group interaction in Buzz Group technique is an effective problem solving because the interaction involves others to contribute ideas and perception for solution to a problem. When one individual gives response to the problem, she/he stimulates further analysis for another member of the group. This will lead other students to refine their thinking by giving feedback or share their different ideas. Students will create interaction to each other in discussing text. They can share about general ideas or the topic of the text and the detailed information in the text. By sharing each other they will understand the content of the text.

Buzz groups technique is beneficial in teaching reading because it gives all students the space and freedom to express their ideas equally, so every student gets a chance to contribute to the discussion to solving the problem in question of reading text. Students

could use their own knowledge and share their knowledge with their friends. Besides that, they could interact with each other to solve problems. It would also help weaker students in learning.

Buzz groups technique has clear steps to follow, so students will not be confused. It uses interesting feature, so the students will not be bored. Moreover, buzz groups technique serves as a warm-up to whole-class discussion, so the students will easily brainstorm the ideas and explore the details information when reading written text.

By applying buzz groups technique, students will learn by themselves, learn more, feel more confident, feel more dedicated, enjoy the class, teach others and become independent learners. They can use their own knowledge and share their knowledge with their friends. Through this technique students can work together in small group to help each other and then join in the larger group (whole class discussion). After students discuss in a small group, the teacher asks a spokesperson in each buzz groups to report out to the whole class. Each group can share idea related to the text and its questions which are given by teacher.

Considering the benefit of buzz groups technique especially in education and the curriculum of junior high school that emphasizes reading in teaching English, the researcher is interested in conducting an action research in teaching reading by using buzz groups technique. Many language experts have many opinions about buzz groups technique. According to Barkley, et al. (2001: 112), buzz groups technique is a team of four to six students that are formed quickly and extemporaneously to respond to course-related questions in order to get ideas that are generated with the feedback and discussed by whole group. Each group can respond to more questions. Barkley adds that using buzz groups technique in reading class, the students can discuss with their friends to exchange simple ideas from the reading text. Typically, Buzz Groups technique serves as a warm-up to whole-class discussion. It is effective for generating information and ideas in short period of time. In fact, some students have trouble participating in large group discussions or meetings. So by dividing the whole class into small groups, more students have the opportunity to express their thoughts. Because students have had a chance to practice their comments and to increase their repertoire of ideas in their buzz groups, the whole-class discussion that follows is often richer and more participatory.

Capella and Ors in their journal entitled *Educational Innovation: A Learning Oriented Methodology for the Industrial Computer Networks Discipline(1999)* say that buzz groups technique is a technique consists of forming groups of six students that will

discuss a topic during the specific period of time to reach a conclusion. Each group chooses a team leader and a recorder. The team leader functions to control the work time and the total participation of the members; while the recorder functions to write the conclusions from the result of group discussion. All students in each one of the group members should expose their ideas. To finish the activity, the teacher outlines a general summary on the blackboard highlighting the important points. Buzz groups technique favors the active and total participation, stimulates the responsibility and enthusiasm. On the other hand, the speed (few minutes for each phase are given) develops the time effectiveness.

According to Diffundo, Buzz Groups technique is a small, intense discussion group usually involving 4 to 6 persons responding to a specific question or in search of very precise information. It is called a 'buzz' groups because it mimics the sound of people in intense discussion. It is an extremely useful technique in learning, as these small groups can be divided into participants with wide ranging experiences or those with highly specialized positions (depending on the topic and the desired outcome). Obviously, a broadly experienced group brings a wider understanding of the

problem. (http://diffundo.com/instructions/resource15.pdf).

McKeachie,W. J (1993: 232) defines buzz groups technique as a technique to ensure student participation in large classes. They state that in teaching learning process, when the teacher becomes to a concept that lends itself to discussion, teacher asks students to form groups of five to six people to talk about the topic in reading text. Teacher instructs students to make sure each member of the group contributes at least one idea to the discussion. After 10 -15 minutes, some of the groups report the ideas and teacher records their main points on the blackboard and make the conclusion. Using buzz group technique, students will have a fantastic forum for sharing ideas in reading classroom.

Moreover Hall in her journal entitled *Teaching Folio* states that buzz groups technique is a way to get all members of a group to participate. Members of the group are divided into smaller clusters of four to six people and the clusters are given one or two questions on a subject. One member of the cluster is chosen to record and report the cluster's ideas to the entire group. This technique is particularly useful in larger classes and also encourages shyer students to participate.

Based on the language experts' opinion above, it can be concluded that

Buzz groups techniques is a technique of group discussion which consists of four to six students that are formed to respond to course-related questions in order to get ideas that are generated with the feedback and discussed by whole group within a specific period of time.The procedure of buzz groups technique consits of generating idea, solving a problem or reaching a common viewpoint on the topic, and then followed by whole class discussions in larger groups to summarize the topic. It is very useful for large groups to get feedback from a large number of students on specific topic in a formalised way and within a specific time frame. Buzz groups technique is beneficial because it gives all students the space and freedom to express themselves equally, so every student gets a chance to contribute to the discussion to solving the problem in question.

RESEARCH METHOD

The research was conducted at second semester of PAI in academic year 2018/2019. The class where the researcher observed is C class that consists of 36 students. It is equipped with facilities to support the learning processes. Those facilities are tables and chairs as many as the number of students, a whiteboard and a blackboard. The condition of the classroom support the teaching and learning very much.

The subject of the research is C class that has 36 students and have difficulties in reading comprehension. The students' achievement varies. There are some students who have higher achievement than the others. There are also some students with average achievement. There are students with below average achievement in comprehension of texts.

Action research is the application of fact finding to practical problem solving in social situation with a view to improving the quality of action within it, involving the collaboration and co-operation of researchers, practitioners and laymen (Burns, 1993: 30). In line with Burns, Bogdan and Biklen in Burn (1999:30) state that action research is the systematic collection of information that is designed to bring about social change. Both definitions give clear explanation that action research aims to bring about change and improvement in practice.

Wallace defines action research as a way of reflecting on teacher's teaching that is done systematically by collecting data on their everyday practice and analyzing it in order to come to some decisions about what their future practice should be (1998: 4).

Mills proposes action research as systematic inquiry done by the teachers or other individuals in teaching or learning environment to gather information about

and subsequently improve the ways their particular school operates, how they teach, and how well the students learn (2000: 5).This information is gathered with the goals of gaining insight, developing reflective practice, effecting positive changes in the school environment (and on educational practices in general) and also developing students' outcomes and the lives of other involved.

Kemmis in Hopkins (1993: 2) says that action research is a form of self reflective inquiry undertaken by participants in a social situation (including educational) in order to improve the rationally and justice of (a) their own social or educational practices, and, (b) their understanding of these practices, and (c) the situations in which the practices are carried out. According to Kemmis and McTaggart in Burn (1999:32), the implementation of the action research includes four steps. They are as follows: (a) identifying problems and planning the action, (b) implementing the action and observing or monitoring the action, (c) reflecting the result of the observation, and (d) revising the plan for the following step.

A. Techniques of Collecting Data

The techniques of collecting data are presented in the following section.

1. Qualitative Data

The qualitative data of the research was collected by using some techniques of data collection including: interview, observation, and document analysis. Photograph was also taken during the implementation of the research to provide more accurate data. The data, which were collected in this research, consisted of the information of pre-research, the process and the result of Action Research.

1) Interview

used semi-structured interview. The researcher made a schedule first before doing the interview, and prepared the questions for interview. The questions are related to the students' reading comprehension, the implementation of buzz groups technique and the situation in reading classroom.

The researcher interviewed the teacher and the students about the way she implements the material, and the problem faced. The researcher also interviewed the students about their response during learning reading by using buzz groups technique. The researcher did the interview before and after conducting research in order to know the teacher's view of the teaching learning process and students' reading comprehension.

2) Observation

Burns (1999: 80) says that observation is taking regular conscious notice of classroom action and occurrences, which are particularly relevant to the issues or

topics being investigated. In this research, the observation was carried out to cover the process of the implementation of buzz groups technique in teaching reading. Observations are ways of finding out more about the students' response, students' behavior, and students' activities during the learning process dealing with the students' reading comprehension, the interaction among students and interaction between the students and the teacher, and classroom situation in reading classroom.

3) Document analysis

The document that was collected is in the form of teacher's lesson plans, reading materials, textbooks, syllabus, students' product and the teacher' diary. By analyzing them, the researcher got information about the process of teaching learning activity and students' ability in reading. The researcher also collected the data from the scores representing the students' achievement. The score is the final products of the students' comprehension of reading. In this research, the researcher gathered some documents that were analyzed to get the data.

4) Photographs

Photographs are a way of greatly enhancing classroom analysis and providing visual stimuli, which can be integrated into reporting and presenting the research to others.

2. Quantitative Data

The quantitative data of the research was collected by using reading test. The researcher gives tests of reading comprehension. There are pre-test and post-test which are used to collect the data of the improvement. The result of the test is analyzed to know the students' ability on reading comprehension. The result could indicate whether or not the use of buzz group technique in enhancing the students' reading comprehension.

Research Result

Before conducting the action plan, the researcher held a pre-test. After implementing the action, the researcher also conducted post-test in every cycle to know the students' improvement in reading comprehension. The improvement of the result of the action can be identified from the comparison between the mean score of pre-test and post-test. It can be summarized in table below:

The Improvement of The Students' Score

Sub cycle	Observation	Cycle 1	Cycle 2
Kind of test	Pre-test	Post-test 1	Post-test 2
Mean of the students'	60.2	75.4	83.0

score			
Increase of the students' mean score		15.2	7.6

As seen on the table above, there are some improvements of students' reading comprehension. Before the researcher implemented the action, the students were not interested in the reading classroom. They also got bored during the teaching learning process. The researcher tried to give new impression to reduce the boredom in the teaching of reading. The researcher used buzz groups technique in teaching reading in which the students worked in group to analyze the text to get deeper understanding about the content of the text. The teaching - learning process shows an improvement, including students' better attention and participation in learning reading. They showed their contribution in the discussion and participated well in the teaching learning process by giving some opinion and asking information they did not know.

Before the researcher implemented the action, the students were asked to read the text, to translate it by themselves, and to answer the question without understanding the content of the text. The students could complete the task by matching the sentences in the question with the sentences in the text. During the implementation of the action, the students could learn reading in enjoyable situation. The students could solve the difficulty in understanding the content of the text by using discussion, all of the students were involved in the teaching learning process so the number of the passive students was fewer than before and clasroom's condition became more interactive. Even, there were no passive students anymore, because they shared their knowledge to comprehend the content of the text. If they were passive, they would not understand the lesson material.

Based on the explanation above, it could be seen that the action hypothesis is accepted. Teaching students by using buzz groups technique can improve the students' reading comprehension.

Research Discussion

This part presents the discussion of the research implementation that is consits of : observation, interview result, test, and teacher diaries.

a. Observation

In this process, the researcher identifies some factors causing the low achievement of the students' reading comprehension. The factors came from the lecturer and students.. Unfortunately this technique was not suitable with the condition of the class and the students were not active in the teaching learning process. The teacher just read the text loudly, asked the students to translete it by themselves and answered the

comprehension question. Students were passive during the teaching learning process. They also often got bored during the teaching learning process so that they did not understand the lesson materials which had been taught by the teacher.

After the researcher implemented the action plan, the lecturer and the researcher concluded that buzz groups technique was an effective technique to improve students' reading comprehension and students' learning activity. The researcher used field notes in the research to have reflection on the result of the action implemented. By using it, she analyzed the weaknesses and the strengths during the implementation of buzz groups technique in teaching reading. In the first cycle, buzz groups technique was implemented as expected, but there was a problem, that is, not all of the students were active during the teaching learning process. Although all of the groups had higher-ranked students as the leaders of the groups, the other students were not active in this cycle. The students also found difficulties when identify the content of the text.

After analyzing the first cycle field note, the researcher decided to take the second cycle. She conducted the classroom activities, which involved all students' participation. She gave opportunity to passive students to speak up so the class condition was more live. Students enjoyed

and gave good response during the teaching learning process. She also added the other medium when teaching reading. She used pictures which represented the topic of the text.

b. Interview Result

The interview with some students was conducted to know their opinion and perception to the teaching activity happening in the class. Based on the data gathered in interview, most of students felt that they could enjoy the lesson. They liked learning together in group. They had opportunity to learn from other members by discussion. The higher-ranked students could help the poor ones to comprehend the text. They also felt it was easy to comprehend the text by using pictures because before they read the text, they could predict and guess the content of the text.

c. Test

The result of the students reading comprehension test shows that the action implemented in teaching reading by using buzz groups technique can improve the students' reading comprehension. Based on the students' pre-test and post-test scores in the beginning and the end of the research, the researcher concludes that there is improvemnet in students' achievement. The students' mean score of the pre-test is 60,7. The students' mean score of the final post-test 83,0. The researcher can conclude that the implementation of buzz groups technique in teaching reading can improve the students' reading comprehension

DISSCUSSION

Reading as one of language skills is a process that involves reader, text, and interaction between reader and text. It cannot be separated from comprehension because if someone wants to understand and interpret the written symbols, he/she must comprehend the text. A student can obtain any knowledge or information when he/she able to comprehend the reading text.

The objective of teaching reading in junior high school is students can comprehend written English text. Therefore, teacher has a responsibility to make students easier in comprehending written text and facilitating them in order to get well comprehension. It is difficult for students to comprehend a foreign language text, since their mother tongue is different systematically with foreign language. The researcher observed and recognized that students' reading comprehension was still low and far from the expectation. Only some students who have a good achievement and are active follow the teaching learning process. Most of students still found troubles and difficulties comprehending a text as follows: 1) students have difficulty in finding word meaning from the text ; (2) students have difficulty in finding detailed information of the text; (3) students have difficulty in identifying referent of the text; (4) students have difficulty in identifying main idea of the text, and (5) students have difficulty in identifying implied information of the text;

(6) students have difficulty in identifying the generic structure of the text; and (7) students have difficulty in identifying communicative purpose of the text.

Besides problems in reading comprehension, the problems can be identified from the class situation. The problems that can be identified from the class situation are: (1) the students do non-academic activities rather than academic. They are noisy in the teaching and learning process by chatting with their friends; (2) the students tend to be passive learners because the teacher dominates the classroom activities; (3) the students are not interested in the reading classroom because the teacher only uses conventional method of teaching, which is teacher- centered. (4) the students do not have sufficient intrinsic motivation to learn English especially in reading classroom so that they do not have willingness to participate during the teaching learning process. They only read the text when the teacher asks them without knowing what the text was about. They think that reading English text is very difficult to understand, so they are reluctant to read English text and they are lazy to do their homeworks.

The causes come from the students and the teacher. First, the teacher uses traditional techniques in teaching reading and seldom uses various interesting techniques. The teacher who teaches monotonously makes students bored and frustrated. She asks the students in the class to read silently and then answer questions of the text. After that they

submit the task without discussing with their friends. The teacher also seldom explains more to comprehend the appropriate information in the reading tasks. This model of reading directs students to be the passive rather than active readers. Second, the students also lack of motivation in studying English, especially reading. Most students are still afraid and difficult to comprehend and interpret reading text. Besides they don't have self-confidence, they are shy and afraid of making mistakes.

Based on the problems and causes above, the writer proposes solution by using buzz groups technique to improve the students' reading comprehension. This is a small discussion group formed for a specific task such as generating ideas, solving problems, or reaching a common viewpoint on a topic and followed by whole class discussion within a specific period of time. Using buzz groups technique, students can learn in the group discussion so that they are easier to express themselves and share their understanding of written text in reading classroom.

One of the ways to discuss texts deeply and to give students experience is through social interaction. Group interaction in buzz groups technique makes available a broader range of perception than a problem that occurs when an individual thinks alone. When a student solves her/his problem in solitude, he or she uses his/her own sensivity and therefore involves limited perception. In opposite to this, groups interaction is an effective problem solving because the interaction involves others to contribute ideas and perception for solution to a problem. When one individual gives response to the problem, he/she stimulates further analysis by another member of the group. This will lead another student to refine their thinking by giving feed back or share their different ideas. Students will create interaction to each other discussing text, questioning and sharing points of view so that the students can gain and assimilate knowledge and at last find solution for the problem.

Buzz groups technique is good for allowing students to network with their peers and to hear many diverse views and opinions. Furthermore, students generate additional ideas at each new combination, so all of students can participate actively in reading classroom. The students can use their own knowledge and share their knowledge with their friends. Besides that, they could interact with each other to solve problems. By applying buzz groups technique, students would learn by themselves, learn more, feel more confident, feel more dedicated, enjoy the class, teach each other, and become independent learners.

From the explanation above, it can be assumed that buzz groups technique is an appropiate techniques to teach reading. The students can generatee ideas, solve problems or reach a common viewpoint on a topic and

summarize the topic within a specific period of time, so that they can participate in reading classroom meaningfully and effectively. They can share knowledge to solve the problem to comprehend the text. They can solve the problem like finding word meaning from the text,finding detailed information, identifying referent,identifying main idea, identifying implied information, and identifing the generic structure of the text, and identifying communicative purpose of the text. So it helps the students to reach a better understanding in reading

To improve students reading comprehension, it is important to implement an appropiate method and technique in teaching and learning process. In this action research, the teacher found the students' difficulty in comprehending the reading text and they were not willing to participate during the teaching learning process. They tended to be passive learner because the teacher did not involve all students to participate during the teaching learning process. They had no interest and motivation to learn in reading classroom. Therefore, buzz groups technique is an appropiate technique that can be used by the teacher in teaching reading to solve these problems.This action research showed that buzz groups technique can improve students' reading comprehension.

The effect of using buzz groups technique in the teaching and learning process is that students become active in learning. In this research are proven that the teaching learning process cannot run well when the students are passive. Thus, every teacher should create a situation where she or he is not the only source of knowledge. Teacher must not dominate the teaching learning process. They must involve all of the students in the learning process.

By using buzz groups technique, students learn best because students will learn by themselves, learn more, feel more confident, feel more dedicated, enjoy the class, teach others and become independent learners. They are actively involved in the learning experience and also they personally learn from other students who also learn the same thing. They can share their opinion , have more discussion with their friends, consult the dictionary to know the meaning of difficult words, so they will be critical and convenient. When the students are active in the language teaching learning process, they will get good undersanding on the language they learn.

Conclusion

There are several findings which were resulted from the research. It had been identified that students' reading comprehension was low as could be seen from the observation result during pre-research and the mean score of pre-test. From the pre-research, the reseacher found that the problems came from the teacher and the students themselves. The pre-research showed that the teacher did not involve all students to participate during the teaching learning process,

so almost all of the students were passive. The teacher only used monotonous tehnique so the reading class was boring, and she paid most attention to the smart students so the other students did not have responsibility and motivation in the process of learning. Beside the teacher, the problem also came from the students. The pre-research showed that the students are not willing to participate during the teaching learning process, they are not willing to be active and it can be seen that only certain students followed the lesson well, they had no interest and motivation in the teaching learning process.

After the researcher did the action research by using buzz groups technique to improve students' reading comprehension, it can be concluded that:

1. Buzz groups technique can improve students' reading comprehension. The improvement can be identified from students' reading comprehension achievement in finding word meaning, finding detailed information, identifying the referent, identifying the main idea, identiying implied information, identifying the language characteristics of the text including identifying the generic structure of the text and identifying communicative purpose of text. The result score of pre-test is 60.2, the mean score of post-test 1 is 75.4, and the mean score of post-tes 2 is 83.

2. Through buzz groups technique, the students were involved in the teaching and learning process. It can be proven by looking at the change on students' behaviour. Before using the activities under buzz groups technique, the classroom situation was boring and lifeless, but after using the activities, there was a new atmosphere which motivated the students. The students became more active and all of the students were involved in the teaching learning process.

3. Buzz groups technique provides opportunities for the students to understand the material of the lesson more by asking with their teammate. They worked well in group so that they could share their knowledge, their opinion,and their understanding. These activities were done by the students during the teaching learning process so that all of the members of the groups understand the lesson material. It made the class more active and brought joyful situation during the teaching learning process. The students were more enthusiastic in joining the lesson so the classroom became more effective than before.

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