

THE EFFECT OF USING SMALL GROUP DISCUSSION IN TEACHING READING COMPREHENSION

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Abstrak

Tujuan dari penelitian ini adalah untuk menguji pengaruh penggunaan teknik Small Group Discussion dalam pengajaran pemahaman membaca pada siswa kelas sebelas SMA PGRI 1 Subang. Penelitian ini dilakukan dengan metode kuantitatif dengan desain pre-test dan pos-test pre-eksperimental. Populasi dalam penelitian ini berjumlah 204 siswa dari total enam kelas. Sampel diperoleh dengan menggunakan purposive sampling yang menghasilkan satu kelas dengan jumlah 32 siswa. Kedua kelas tersebut kemudian ditempatkan secara acak ke dalam kelas experimental dan control. Penelitian ini dilakukan dengan melaksanakan prosedur pemberian pre-test dan post-test. Pre-test diberikan untuk melihat kemampuan dasar siswa dalam membaca sebelum penerapan metode Kelompok Kecil Diskusi dilakukan. Post-test akan mengukur efektivitas penerapan metode Kelompok Kecil Diskusi terhadap prestasi membaca siswa. Data dikumpulkan dari 20 item tes yang diuji kepada siswa sebelum dan sesudah penerapan metode Kelompok Kecil Diskusi. T-test digunakan untuk menghitung data dan untuk menguji hipotesis. Hasil penelitian ini diasumsikan dapat menguji pengaruh penggunaan teknik Small Group Discussion dalam pengajaran pemahaman membaca pada siswa kelas sebelas SMA PGRI 1 Subang.

Keywords: *Pembelajaran Kooperatif, Kelompok Kecil Diskusi, Pemahaman Membaca.*

INTRODUCTION

English is one of the languages that must be learned by all of students from elementary school to university level. Mastering English become essential for those students. Regarding to this fact, (Nunan, 1989, p. 21) states that there are four basic competencies that students should master in learning English, namely: listening, reading, speaking, and writing.

Reading is one of English skills used in any aspect. It enables people to gain knowledge by getting information through written form. Reading always comes along with comprehension. According to (Texas Reading Initiative, 2000), the purpose of reading is comprehension or to get meaning from written text. Comprehension in reading becomes important because it makes the readers have understood what they read. In other words, their reading is not useless. Reading comprehension is defined as the level of understanding of a text.

Moreover, according to (Harmer, 2001, p. 199) once the readers identify the objectives of reading, they use their knowledge to understand the text they read. By means, the significance of

reading can only be defined in term of who the reader is and the purposes of reading. As an example, the students aim to get information from written English. Then, they should be mastering reading comprehension.

From the writer's observation during the program by observing the teacher, it was also found that the reading teacher did not use the right technique to teach students. The teacher uses monotone in teaching reading where students are asked to read the text and answer the questions provided. After the students answer the questions, together with the students, the teacher discusses the correct answers to the assignments, this technique is used many times by technicians when teaching reading.

The technique applied by the teacher does not help students understand the text that is read and studied, even though reading is a complex activity where the reader must pay attention to several aspects involved. To make it easier for students to understand all aspects, teachers should apply appropriate techniques in teaching reading.

Furthermore, In teaching reading teacher should make the students more active in accordance with the purpose of learning. To make a student more active and classroom condition come true, the researcher is suggested to try applying technique in teaching reading, such as discussion. This technique can make students become more active and make classroom ambience controlled as appropriate with the purpose of learning. Discussion technique can collaborated with small group method to support children as readers and thinkers. For that reason, the writer suggests an alternative technique which named Small Group Disussion to be used in teaching reading.

A small group is a small group of people, working together through interactions whose interdependent relationships enable them to achieve common goals (Kenz & Greg, 2000, p. 4).

Students can work together in solving their problems or they can answer questions from the teacher. (Sagala, 2008, p. 20) says that group discussion is more effective if the group consists of 3-4 students; allows students to share their opinions or ideas with other students easily. In groups, students are free to talk and discuss solutions to answer questions because they do not complete their assignments individually. That is why the researcher chose this technique to teaching students' reading comprehension. Anecdotal texts help researchers in applying small group discussion techniques.

Based on the background above, the writer tries to raise the case of her thesis by the title: The Effect of Using Small Group Discussion in Teaching Reading Comprehension at the Eleventh Grade Students of SMA PGRI 1 Subang.

Activity	Month							
	January				February			
	1	2	3	4	1	2	3	4
Observation								
Pre-test								
Treatment								
Post-test								
Report Submission								

METHODS

Time and Place

The research of this study was held at SMA PGRI 1 Subang, which is located at Jl. Otto Iskandardinata No. 83 Kel. Karanganyar, Kec. Subang, Subang, on second semester.

The writer started the research on 10th of January – 28th of February 2022. The writer conducted 4 meetings.

Research Design

According to Sukardi (2003, p. 179) The design of the study is consider as the strategy to arrange the ground of the research on the characteristic of the variable and the objectives of the research that researcher obtained a valid data. In this study, the writer performed a quantitative research which is defined as a systematic method operated to develop the relation of causal-effect relationship. The writer used test and experimental teaching as a technique to collect the data. To support this research, the writer applied statistical formula to analyze the data.

In this research, the researcher collected the data by quantitative. In quantitative the researcher did the experimental teaching because the researcher applied small group discussion technique in teaching reading comprehension a study at SMA PGRI 1 Subang. The researcher focused on pre-experiment. In this research the researcher divided the students into one group pre-test and one group post-test. The researcher applied small group discussion. The researcher teaching in 2 times. Then the researcher used test to measure.

Therefore, two kinds of the test in this research, which are, Pre-test and Post-test. The last intend are to find out and explore the student's ability in reading comprehension by small group discussion. First, the researcher gave the pre-test to the students in order to measure their ability in reading comprehension. Then, the researcher gave treatment. The treatment conducted 2 times. And the end, the researcher gave the post-test to the students in order to see the differences.

Population and Sample

According to (Arikunto, 2010, p. 186) population is entire group of entities or persons to whom the results of a study are intended to apply. The Population of this research is second grade students who study at SMA PGRI 1 Subang academic year 2021-2022. The number population of this study is 204 students who are composed of class consist of XI class.

According to (Arikunto, 2010, p. 53) Sample is part of population. In this case the sample of this study is student XI *MIPA* 3 class in SMA PGRI 1 Subang with the number of student were 32 students. This is based on Arikunto (2003), He said that if the subject is less than 100, it is suggested to take whole population. If the subject more large, it can be taken between 20-25%. The researcher take the sample by using purposive sampling. Purposive sampling is takes the sample through certainly consideration.

Data Collection

Test

According to (Brown, 2003, p. 3) test is a method of measuring ability of person, knowledge, or performance in a given domain. In this research, the researcher measuring the student's ability by giving Narrative text as the test. The researcher gave two kinds of test, those are pre-test and post-test. The pre-test was given to recognize to students ability in comprehending the reading text. It was given in the first meeting, before the treatment conducted. Besides, post-test was given after the researcher conducted the treatment in the classroom. The result of pre-test and post-test would be compared to know the students' ability before and after applying the small group discussion technique in learning reading. It would show whether the student's comprehension of reading text or not.

Experimental Teaching

To gain the data, the writer performed experimental teaching at SMA PGRI 1 Subang. The writer conducted the research about small group discussion in teaching reading. It was conducted for 4 meetings and allocation time for each meeting was 45 minutes. In the first meeting, the writer gave students the pre-test in order to obtain the data of student ability before applying small group discussion technique. Then the writer giving the treatment the students. And then the students would be given post-test in the last meeting to examine whether the small group discussion technique could affect the student ability in comprehending the reading text.

Data Analysis

The test (pre-test and post-test)

The data which gained from the pre-test and post-test were analyzed by using the t formula in standard of significant 0,05. The researcher used the theory of (Arikunto, 2014, p. 349) in gaining the results. The procedures to find out the t score as follows:

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}}$$

where:

- t = find the result
- Md = mean deferenes of pre-test and post-test
- $\sum x^2 d$ = amount of deviati quadrate
- N = the subject on sample

CONCLUSION

The researcher hopes that the use of small group discussion can have some effect on students' reading comprehension of class XI of SMA PGRI 1, Subang.

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