The Effect of Using Small Group Discussion in Reading Comprehension at Eighth Grade of SMPN 2 Jawilan

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Abstract

The objective of this research was to find out the effect of using small group discussion in reading comprehension at the eighth grade of SMPN 2 Jawilan. The researcher used quantitative research with quasi experimental non-equivalent group design for conducting the research. The population of this research was the eighth grade students of SMPN 2 Jawilan. The sample of this research was chosen based on the non-equivalent group design technique. The groups were put into an experimental group and a control group, each group consists of 31 students. Pre-test was given to the groups at the beginning of the phase. Then treatment was given twice only to the experimental group. To find the effect, post-test was given to the groups. The researcher used content validity, coefficient correlation and reliability test in order to make the instrument was valid and reliable. In testing the hypothesis, the researcher used a t-test as a formula to know the effect of this reasearch. The calculation shows the result of t_{count} is higher than t_{table} (4.37 > 2.00) with the significance 0.05 (5%). It can be concluded that there is an effect of using small group discussion in reading comprehension at the eighth grade of SMPN 2 Jawilan. It is suggested that small group discussion as a method can be used by an English teacher.

Keyword: *The Effect, Small Group Discussion, Reading Comprehension*

INTRODUCTION

Reading skill is an important skill to learn language, especially for students. According to Anastasia, Syafrizal, and Widiastuti (2012: 67) to be able to use English communicatively, students need to have good mastery of English that encompasses the four basic skills including listening, speaking, reading and writing. Reading is one of the important skills which are an important activity to acquire knowledge, information, entertainment, and etc.

Moreover, reading skill is a process of how the reader gets the information from what we read from the text. Reading is very useful for students in daily life because reading would bring some advantages. By reading the students would get some information from some sources that would add their insight. According to Nuttal (1996: 78) analysis of reading skill has been widely studied and has raised much discussion. Amongst four skills, reading skill is considered as the important aspect of language learning because reading is the main means of getting new information, and one of very important reading purposes is to learn meaning from the text. In addition, reading is an activity to understand the content of the text and reproduce the words mentally and vocally. In order to achieve these goals, the comprehension ability is requiring in reading skill.

Furthermore, based on the interview with one of English teacher in SMPN 2 Jawilan at pre-research, the researcher found some of the students still have difficulties in find general information of the text, identify main ideas, identify explicit and implicit information, find specific information. This problem could be seen by the reading score of students were low. Moreover, these problems also found in the researcher's experiences on teaching at junior high school while internship also known as PPLK, by interviewing several teacher in SMPN 3 Kota Serang, some factors were discovered. This condition might be caused by several factors such as low ability in mastering reading, low motivation in learning, and lack of vocabulary. Reffering to the problem, using many variations method in teaching which are more creative and interactive is necessary. Then, one of the method in teaching is Small Group Discussion method.

Small group discussion is one of the cooperative and active learning method in which consists with small member of human. According to Sagala (2007: 20) small group discussion is more effective if the group consists of 3-4 students; allows students to express ideas and listen members' opinions easily. In a group, the students are free to talk and discuss to find out the solution because they do not work their assignment individually. In conclusion from the expert, using small group discussion at school can make all of the students as the participants will have the same chance and opportunity to communicate in the sense of mutual communication.

Siswanti (2012) has conducted a research about The Use of Small Group Discussion to Improve Students' Reading Comprehension. The research findings show that using small group discussion could improve the students' achievement in finding main ideas, specific information, reference of pronoun, social function and generic structure of text. In addition, the previous researcher stated the situation at the classroom becomes more noisy when they study in a small group and the researcher can not handle this situation. However, the previous studies is conducted

in different level by using the different research design. Thus, this research was conducted in SMPN 2 Jawilan at eight grade.

Based on preliminary observations, the researcher got 3 problems of reading classroom that could be identified as research subjects at the eight grade of SMPN 2 Jawilan. First, the students get' difficulties to get main ideas and general information of the reading text. Second, the students' reading comprehension ability is still low. Third, the students also get low participation in learning reading.

Therefore, based on the backgroup of the problems, the researcher limits the problem only in whether or not is there any effect of small group discussion method in reading comprehension at eight grade of SMPN 2 Jawilan. Based on the explanation the researcher formulates research problems in this study as follow, "Is there any effect of using Small Group Discussion on students reading comprehension at Eight grade of SMP N 2 Jawilan?"

LITERATURE REVIEW

Concept of Reading

Reading is one of the important basic skills of language learning. It can not be separated from other language learning skills besides listening, speaking and writing. According to Harmer (1998: 99), reading has positive effects on students' creativity, vocabulary knowledge, on their spelling, maintaining focus and on their writing. In conclusion, reading text has an effect on students' language learning skills, because it is a good model.

Reading is a way to understand writing massage. According to Pang et, al, (2003: 4), reading is a process in understanding the written texts which involves someone's perception and though. Moreover, reading consists of two related processes: word recognition and comprehension. Word recognition' refers to the process of knowing written patterns conveyed by the writer or the process of bringing meaning while comprehension is the process that connects each writing patterns to understanding and making a sense of writing language. In addition, readers can recognize and comprehen the information of the text typically make use of main ideas, obtain the information, and background knowledge of written text.

In conclusion, the readers should engage in the texts by combining their vocabulary knowledge, grammatical knowledge, background knowledge and information found in the text to comprehend the messages. Additionally, reading skill is provide good models for language learning.

Definition of Reading Comprehension

Reading comprehension is an ability to read the text, and understand the meaning. According to Klingner, et al, (2007: 2), reading comprehension is a process of building or bringing meaning by connecting combining word by word, sentence by sentence and other complex processes to get main ideas and information from the text. Moreover, reading comprehension is a highly complex process that involves multicomponent and interaction between the writers, written texts and the readers.

Reading comprehension is the main purpose of reading. It is to understanding of the text. Nation (2004: 49) comprehension is the main goal of reading. Reading comprehension is not a simple process of recognizing writer words, or even of understanding every word as our eyes pass over it. Integration process in sources information in need to comprehension the text. In summary, reading comprehension is the ultimate goal of reading in which readers usually makes the readers use many strategies to recognition and comprhension the written text.

Small Group Discussion

Small group discussion is one of the learning methods that provide opportunities for students to learn actively with the small member in each group to achieve the goals set (Kenz and Greg, 2000: 208). Moreover, according to Brown (1988: 178), small group provide an opportunity for each student to support each other, give and receive opinions, listen and speak up at the conversation, this method also makes students more confident in deliver the opinions.

In addition, small group discussion method students are stimulated to explore and speak up for the ideas, increase understanding of new things, techniques to solve problems, encourage the development of thinking and communicating effectively, improve group cooperation, and enhance and involve students in making decisions.

Teaching Small Group Discussion in Reading Class

The concept of learning in this small group discussion method is to present a problem and the members in it have to find a solution together. Solving problems in this small group discussion method required among members, knowledge, ideas, and opinions. (Barker, 1986: 199). Moreover, in a class of more than 30 students, a teacher may have difficulty when he teaches and supervises students, the teacher may have difficulty knowing students who are focused and not focused, who understand and do not understand. By learning to use small group discussion method,

group members can help supervise and help friends in the group. In small group discussion, the students would be trained to comprehend the meaning of the text by sharing and discussing their ideas with other members' in-group. Small group discussion will be effective to work in a group consist of three and four students. In summary, small group discussion method will be effective to work in a group consisting of 3-4 students in which they can discuss anything and share their knowledge.

RESEARCH METHODOLOGY

In this reseach the researcher used quantitative method with quasi experimental-nonequivalent group design, the researcher took two classes, experimental class and contol class. The population in this research was the at eight grade students in SMP N 2 Jawilan, which are consist of five classes and 155 of students. The sample of the research was is B class as the experimental class and A class as the control class, each class consisted of 31 students.

The instrument of this research was test in multiple choice, there are three kinds of test such as try out, pre-test, and post-test. Try out as the instrument of the research to measure validity and reliability of the test. The pre-test and post-test used to measure students' reading comprehension before and after the treatment. The validity were analyzed by content validity and coefficient corelation, while reliability was analyzed by internal consistency. Furthermore, reliability test formula as follows:

$$r_{i=} \frac{k}{(k-1)} (1 - \frac{m(k-m)}{k.St^2})$$

Notes:

r_i = Reliability of the instruments (test)
k = Number of items on the test
m = Mean score
St^2 = Total test score variance

In this research, the researcher analyzed the data by using normality of test, homogeneity of test, and T-test. Normality of distribution test was to investigate whether or not the distribution of each group score in pre-test and post-test are normally distributed. The researcher used graphical method for normality of distribution test. The graphic indicated the distribution of data is normal or not. According to Hatch and Lazaraton (1991), there are three properties to show the data that is normal distribution as follows:

Figure1. Normal Distribution
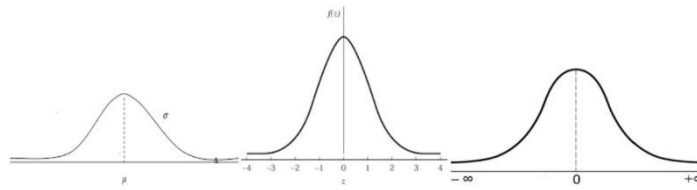
The homogeneity is used to measure the quality of two groups in pretest and post-test. F-test formula, as follow:

$$F = \frac{Vb}{Vs}$$

Notes:
F   : Homogeneity
Vb   : The higher variance
Vk   : The lower variance
(Sugiyono, 2012:175)

The next step was to find out the F_{table}. The last was comparing the significant value of significance for testing the hypothesis with criteria, as follow:
a) if $F_{count} \leq F_{table}$, it indicates that the null hypothesis is accept.
b) if $F_{count} > F_{table}$, it indicates that the null hypothesis is not accept.

After the data normally distributed and homogeneous, the next test was hypothesis by tested the equality of two on average (t-test) samples. The aim of t-test is to compare whether there was any effect in students' reading comprehension between students who learn small group discussion method and who do not. To define whether the hypothesis (null hypothesis) is rejected or accepted, the researcher used t-test for the present study. T-test formula, as follow:

$$T_{xy} = \frac{M_x \quad M_y}{\sqrt{\left(\frac{\Sigma x^2 + \Sigma y^2}{N_x + N_y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{Ny}\right)}}$$

Gay (2011:484)

Notes:
Mx = mean of sample 1
My = mean of sample 2
Nx = number of subject in sample 1
Ny = number of subject in sample 2
$x2$ = variance of sample 1
$y2$ = variance of sample 2

The result of t-test compared with t_{table}. The criteria of significant value of correlation as follows:

If $t_{count} \geq t_{table}$ = hypothesis accepted

If $t_{count} \leq t_{table}$ = hypothesis refused

The Hypothesis

H0 : The use of small group discussion method is not effective in teaching readingcomprehension at eight grades in SMPN 2 Jawilan.

Ha : The use of small group discussion method is effective in teaching reading comprehension at eight grades in SMPN 2 Jawilan.

RESEARCH FINDINGS AND DISCUSSIONS

The result of students' pre-test in experimental class showed that the highest score was 75, the lowest score was 40, the mean score was 59.52. Moreover, after conducting the pre-test, the researcher started to teach the students twice by using small group discussion method as a treatment. The condition in the classroom when the researcher gave the treatment, students were being active and enthusiastic in teaching and learning process especially in respond to another students or teacher questions. Most of the students also could guess the meaning of context without using the dictionary. After conducting the treatment, the researcher conducted the post-test in Experimental class, the highest score was 95, the lowest score was 60, the mean score was 80.16.

Furthermore, the result of students' pre-test in control class showed that the highest score was 70, the lowest score was 30, the mean score was 54.19. After conducting the treatment, the researcher conducted the post-test in control class, the highest score was 85, the lowest score was 50, the mean score was 71.13.

In conclusion, the result of students' achievement from pre-test to post-test showed that there was a significant difference between students' reading skill from the experimental class that received treatment and the control class that did not receive treatment. Students in the experimental class got a better score in reading than students' from the control class. In addition, based on the result of the statistic calculation indicated that the value of *t-test* = 4.37 and the value of df 60 with significance 5% is 2.00. The result showed that t-test > t-table (4.37 > 2.00). It means that t-test was higher than t-table. Since *t-test* score in the table is higher than *t-table* score obtain from the result of calculating, so the alternative hypothesis (Ha) is accepted and the null hypothesis (*Ho*) is rejected. To be concluded there is any effect of using small group discussion method in reading comprehension at eight grade of SMPN 2 Jawilan.

This study also has been found by Rizal and Irda, (2019); they found that there is a significant difference of students' reading achievement between the class who taught by using Small Group Discussion method and the class who taught by using lecturing method, this can be seen by the mean score in experimental group is greater than in control group at their research.

CONCLUSION

The conclusion based on the result of the analysis of the research is proven that the students' score of reading comprehension after being taught by small group discussion is better than before being taught by small group discussion. It can be seen from the score of tcount is higher than ttable. From the result of statistical calculation, it can be seen that result showed that t-test > t-table (4.37 > 2.00). It means that Ho is rejected and Ha is accepted. Therefore, it can be concluded that there is any effect of using small group discussion on students' reading comprehension at eight grade of SMPN 2 Jawilan.

Based on the result of the research, using small group discussion method is appropriate and applicable in teaching reading for students. English teacher should apply a creative and effective method and strategy in teaching reading. Therefore, the teacher can try to use small group discussion as a proper method for the classroom activities especially in reading. It is because small group discussion method enable the students to be more confident and interactive for practicing discussion to express their ideas and information in their activities at the classroom. The success in teaching does not depend on the lesson program only, but more importantly is how the teacher can present the lesson and use various methods to manage the class more lively and enjoyable. Being aware that reading skill is important in mastery English, the students should be trained to be confident to share their ideas and also listening another idea to achieve the goal in English reading comprehension.

The researcher hopes for the further researcher to conduct a research which is related to use small group discussion as method in teaching reading more detail. Based on the result of the research, the use small group discussion is effective for teaching and learning reading comprehension at eight grade of SMPN 2 Jawilan

Therefore, further researcher can conduct a similar research in different field by using qualitative research design or classroom action research to improve the students' reading comprehension.

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