



**THE EFFECTIVENESS OF SMALL GROUP DISCUSSION TO THE
ELEVENTH GRADE STUDENTS' READING COMPREHENSION OF
SMA NEGERI 1 DURENAN IN ACADEMIC YEAR 2015/2016**

SKRIPSI

**Presented as Partial Fulfillment of the Requirement to Obtain
The Sarjana Degree of Education of English Department
Faculty of Teacher Training and Education
University of Nusantara PGRI Kediri**



**By:
SAFRETI RINGGI PAMUNGKAS
NPM. 11.1.01.08.0179**

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI**

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APPROVAL PAGE

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Approved by the Advisors to be proposed to
the English Department Examination Committee of
University of Nusantara PGRI Kediri

Kediri, August 11th 2016

The Advisors,

Advisor I

Drs. Agung Wicaksono, M.Pd.

NIDN. 0716046202

Advisor II

Suhartono, M.Pd.

NIDN. 0714026901

APPROVAL SHEET

SKRIPSI

By:

SAFRETI RINGGI PAMUNGKAS

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ENTITLED:

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Approved and Accepted by all its qualification
by the Examination Committee of
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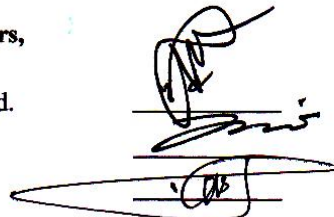
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Chairman : Drs. Agung Wicaksono, M.Pd.

First Examiner : Dr. Diani Nurhajati, M.Pd.

Second Examiner : Suhartono, M.Pd.



The Dean of the Faculty of Teacher Training

And Education

University of Nusantara PGRI Kediri



Drs. Sri Panca Setyawati, M.Pd.

NIDN. 0716046202

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SAFRETI RINGGI PAMUNGKAS

11.1.01.08.0179

FKIP-BAHASA INGGRIS

Rienggie.scout@gmail.com

Drs. AGUNG WICAKSONO, M.Pd. dan SUHARTONO, M.Pd.

UNIVERSITAS NUSANTARA PGRI KEDIRI

ABSTRAK

Reading is one of four basic skills in English competence. Reading is one of the most important skills to students. It was very important for Senior High School. The aim of reading is to understand the idea of text that it is read by students. The writer found that the mean score of post-test (78.46) is higher than mean score of pre-test (70.76). Then t-score was 6.47 at the degree of freedom of 29, t-table was 2.756 at the level of significance of 1% and 2.045 at the level of significance of 5%. T-score (6.47) \geq t-table and the level of significance is 1% (2.756). It means that it is very significant. T-score (6.47) \geq t-table and the level of significance is 5% (2.045). It means that it is significant. So H_0 is rejected and H_a is accepted. The writer also found 57% agree that Small Group Discussion used to understand the reading-material.

Kata Kunci: Small Group Discussion, Reading

I. Background

Reading is truly an essential activity which has many benefits. There are many benefits that people get from reading. According to Nunan (2003:68), Reading is one of the complex ways in learning English. From the reading skill students can to understand and comprehend the language structure, for example about comprehension, detail, following directions, main idea, inference, sequence, and many others.

In fact, the students have many difficulties in reading comprehension. They are cannot understand the text easily, have habit

translate the text word by word, get difficult to find main idea, topic, and information stated in text they read, feel bored with the material, and get difficulties on determining the differences among, main ideas, important fact, and the writer opinion. Besides that, some teachers do not have techniques to teach reading and only teaches and asks the students to do monotonous activities in reading subject. It makes the student get bored and do not interested to study reading in the classroom. Teacher should be able to use suitable technique to teach reading. Small Group Discussion is an appropriate technique to solve those problems.

Research Question

For the reasons explained above, the research question for this study was:

1. Is small group discussion effective to the eleventh grade students' reading comprehension of SMA Negeri 1 Durenan in academic year 2015/2016?
2. How is the student's response when small group discussion applied in reading class of eleventh grade in SMA Negeri 1 Durenan in academic year 2015/2016?

II. Research Method

There are two variables in this research: independent variable and dependent variable. Independent variable is one thing that can affect another thing and dependent variable is thing that affected by another thing. Small group discussion is independent variable and students' reading comprehension is dependent variable. The indicators of reading comprehension are: 1) identify the factual information, 2) identify the detail information, 3) identify the meaning of particular word, 4) identify the main idea, and 5) identify the implicit information.

The design of this research is a Quantitative Research. This research used experimental research by doing one group Pre-test – Post-Test to collecting data.

Students are given a pre-test to know the fact of student's reading comprehension. Then, the writer gave the treatment by using Small Group Discussion. Next, students gave a post-test to know the differences students' reading comprehension before treatment and after treatment. After that, the researcher compares the result and takes the conclusion.

Ary, et. al (2010:148) states that, "A population is defined as all members of any well-defined class of people, events, or objects and a sample is a portion of a population." The population of the research is nine classes of the eleventh grade students of SMAN 1 Durenan there are 312 students and the writer will be taken by Cluster Sampling because from population is done without looking at the base student's capability. The sample of this research is XI-PA 1 consists of 10 male and 25 females students. So the total samples of this research are 35 students.

Technique of Collecting Data

The writer used written test to get the data. The test gave twice (pre-test and post-test) in the form of multiple choice types. The tests are about hortatory exposition. The tests consist of 15 items with five alternatives. The alternatives include one correct and four wrong answers. The

researcher made questions about factual information, detail information, meaning of particular word, main idea, and implicit information. The writer gave questionnaire to know students' responses.

1. Pre – Test

The writer gave pre-test when writer entered the class for the first time. In this case, the students had to do 15 comprehension questions included factual information, detail information, meaning of particular word, identify main idea, and implicit information in the form of multiple choices. It's aimed to know the students' reading ability in reading hortatory text.

2. Post – Test

Post-test is conducted after the students were given the treatment. In this case, the students had to do 15 comprehension questions included factual information, detail information, meaning of particular word, identify main idea, and implicit information. It's aimed to know the differences students' reading comprehension before got treatment and after got treatment.

3. Questionnaire

The writer gave questionnaire after post-test. It used to know students' responses when small group

discussion applied in reading class of eleventh grade.

III. Research Finding and Discussion

Pre – Test

The subject of the research is students of eleventh grade science one class in SMA Negeri 1 Durenan. This class consists of 35 students but 3 students was absent because permission. So, there are 32 students who joined pre-test. Pre-test be held on April 20th, 2016. Pre-test was done during 45 minutes. The writer gave test about hortatory exposition and it consist of 15 questions multiple choice. Students did the test and the writer took their score. It was used for measure the students before taught use Small Group Discussion. Graphic below shows the frequency of pre-test.

The score of pre-test in eleventh grade science one class was 2123. No students got score 91-100 and score 81-90, students with score 71-80 as much as 22 students, score 61-70 as much as 2 students, and score 51-60 as much as 8 students. English standard score in eleventh grade science one class is 75. If the student's score are less than 75, so they did not pass from test. If the students score more than 75, so they pass from the test. From the data above, students who did not pass from test consists of 23 students and students who pass from the test consists of 9 students. It

can be concluded that students who did not pass test more than students who have passed test.

Teaching Reading using Small Group Discussion

The writer held teaches reading twice. The first teaching reading has been conducted on April 20th, 2016. Teaching reading is used to know the students' reading ability before taught using Small Group Discussion technique and after taught using Small Group Discussion technique. The subject of this research was eleventh grade science one class. There are 35 students but 3 students did not present because of permission. So, there are 32 students who join reading learning process. The writer choose eleventh grade science one class because the students in this class is smarter than another class. This will support the writer to apply Small Group Discussion technique easily.

The writer entered the classroom and greet. Teaching reading held in the morning so, it profitable to the writer because in the morning the students tend to be eager to learn. Then, the writer checks the attendance list of students. As described above, there were 3 students who did not present; they are Fauzan, Maulia, and Ratna. After that, the writer explains the scope of material that would be taught

which was about Hortatory Exposition. Besides Hortatory Exposition who became the subject matter, the writer also explained the indicator was contained in reading. After explaining the scope of material which is to be discussed, the writer asked the students to open the English book in Hortatory Exposition's chapter. Before that, the writer divided the class into 6 groups with each group consists of 5-6 students. Then, the writer explained about Hortatory Exposition, about description, language feature, and generic structure of Hortatory Exposition. After the students understood about Hortatory Exposition, the writer provides an example of the text. The students discussed the part of the text. The students were quite active and fast understand the material that has been delivered. The writer continued the next matter which was about reading. Before explaining the indicator that is in reading, the writer explains the existing skill in English, they are reading, writing, speaking, and listening. Because the writer took the reading skill for this research, so the writer only described about reading skill. Beginning with an explanation the meaning of reading, then continued with indicator that was found in reading, they are identified the factual information, identified the detail information, identified the meaning of particular word, identified

the main idea, and identified the implicit information. In the first teach reading, the writer only described 3 indicators: identified the factual information, identified the detail information, and identified the meaning of particular word. After the writer explained three indicators, the students began to identified the text were given. Before identified three indicators, the writer asked the students to find vocabulary first to identify easily. In their discussed, each leader of the group led the discussion. The leader with their members is discussed to find vocabulary together. Many students used dictionary but some of them rely on their opinion to find vocabulary on the text. The atmosphere was quite active because each members of the group expressed their opinions in its group. The writer went to see active the students in discuss. After find vocabulary, the leader divided their members to answer the questions. Each member tried to find the answer. They read the text seriously. Several minutes later, the leader opened their discussion again. Each member explained their answer then another member gave the comment. It was going on until the last questions. Some of students agree with the explanation but another student disagrees with the answer. In here, the leader with their member discussed it together and found the correct answer. After that, the writer asked each

group to send a student as representative to present the result of their discussion. Each group presented the results of their discussion in front of the class. But not all of the students seen the presentation done. They are many spoke at times and rowdy because they are skeptical about the result of their own discussion. Fortunately, the writer capably to neutralizing the atmosphere. After 6 groups finished presenting the results of their discussion, the writer review the correct answer with students. With little did question and answer about indicator which explained before, the students easier to understand where their mistake and trying to fix them. After correction together, the writer closed the learning activities. Before closes the learning activities, the writer reviewed with the students about which matter is have been taught then asked the students is there difficulty in understanding the matter outlined. Because there is no question, the writer asked the students gathered the result of their discussion and closed the learning process by greet.

The second teaching reading has been conducted on April 27th, 2016. The subject of this research was eleventh grade science one class. There are 35 students but 2 students did not present because of sick. So, there are 33 students who joined reading learning process.

The writer entered the classroom and greet. Then, the writer checked the attendance list of students. There were 2 students who did not present; they are Luthfiana and Refita. Material provided in second teaches reading is remaining Hortatory Exposition. Different from the second teaching reading, the writer not specified details about Hortatory Exposition but just did question and answer on previous matter. After did question and answer, the writer divided the class into 6 groups with each group consists of 5-6 students. The writer gave the example of the text. In the second teaching reading, the writer explained 2 indicators left of reading skill; they are identified the main idea and identified the implicit information. There the writer with the students discussed the parts of the text first to recall the matter before. The students were quite active but some felt lazy to read. Their reasons were same, reading were bored. But the writer keep tried to control the atmosphere that students were not affected and learning keep running smoothly. After the writer explained two indicators, the students began to identified the text were given. Before identified three indicators, the students were to find vocabulary first to identify easily. In their discussed, each leader of the group led the discussion. The leader with their members is discussed to find vocabulary together. Many students

used dictionary but some of them rely on their opinion to find vocabulary on the text. The atmosphere in class till conducive as in the first teaching reading. The students exchanged of opinion in their respective groups. The writer went to see active the students in discuss. After find vocabulary, the leader divided their members to answer the questions. Each member tried to find the answer. They read the text seriously. Several minutes later, the leader opened their discussion again. Each member explained their answer then another member gave the comment. It was going on until the last questions. Some of students agrees with the explanation but another student disagrees with the answer. In here, the leader with their member discussed it together and found the correct answer. After that, the writer asked each group to send a student as representative to present the result of their discussion. Each group presented the results of their discussion in front of the class. In the second teaching reading, the students more attention to presentation because according to them, the subject given enough made it difficult. After 6 groups finished presenting the results of their discussion, the writer review the correct answer with students. With little did question and answer about indicator which explained before, the students easier to understand where their mistake and trying to fix them.

After correction together, the writer closed the learning activities. Before closed the learning activities, the writer reviewed with the students about which matter is have been taught then asked the students is there difficulty in understanding the matter outlined. Because there is no question, the writer asked the students gathered the result of their discussion and closed the learning process by greet.

Post – Test

The subject of the research is students of eleventh grade science one class in SMA Negeri 1 Durenan. This class consists of 35 students but 2 students was absent because sick. So, there are 33 students who joined post-test. Post-test be held on April 27th, 2016. Post-test was done during 45 minutes. The writer gave test about hortatory exposition and it consist of 15 questions multiple choice. Students did the test and the writer took their score. It was used for measure the students after taught use Small Group Discussion. Graphic below shows the frequency of post-test.

The score of post-test in eleventh grade science one class was 2354. No students got score 91-100, students with score 81-90 as much as 9 students, score 71-80 as much as 20 students, score 61-70 as much as 1 students, and score 51-60 as much as 3 students. English standard score in

eleventh grade science one class is 75. If the student's score are less than 75, so they did not pass from test. If the students score more than 75, so they passed from the test. From the data above, students who did not pass from test consists of 14 students and students who pass from the test consists of 19 students. It can be concluded that students who had passed test more than students who did not pass test.

So, it can be concluded that the total of the score of pre-test was 2123 and the total of the score of post-test was 2354. That means that the score post-test higher than score pre-test and showed that the students had increased.

Questionnaire

The subject of the research is students of eleventh grade science one class in SMA Negeri 1 Durenan. This class consists of 35 students but 2 students was absent because sick. So, there are 33 students who filled students' response. It was held on April 27th, 2016. According to Miles and Huberman in Creswell (2007:174) that techniques of data analysis include three parts. They are:

1. Data Reduction : Data reduction is the process to edit the data, organize the data got by the writer.

2. Data Display : Data display to organize, compress and assemble information taken by the writer.
3. Conclusion Drawing : Conclusion drawing verifying is the last part of analyze the data. In this part, there was the process of summarizing of data. The writer conveyed the conclusion from reducing and displaying data.

Based on the theory above, in Data Reduction, the writer described how the data collected during the students' response taken. It was done in SMAN 1 Durenan. The writer collected the data on April 27th, 2016 which was started by asking for permission to the Headmaster first. SMAN 1 Durenan is located at Treanggalek on Durenan district. In SMAN 1 Durenan, there were 27 classes divided first grade consisting of 9 rooms, second grades consist of 9 rooms, and third grades consist of 9 rooms. The writer researched at class XI IPA-1. The classroom is located at behind of class X-6 and besides of canteen. It consists of 35 students. They are 10 boys and 25 girls. Only 33 students were done the questionnaire because 2 of them were sick.

After reducing data, the writer is displaying data. In this part, the writer described about the result of students' response when Small Group Discussion

applied in teaching reading. The writer took the students' response which consists of 10 statements with 4 alternatives. It contains about the effectiveness of Small Group Discussion toward students reading comprehension. It is found that a half of 33 students agrees that Small Group Discussion always used to study reading, a half of 33 students agrees that Small Group Discussion sometimes used to study reading well, a half of 33 students agrees that Small Group Discussion sometimes used to study reading in class, a half of 33 students agrees that Small Group Discussion always used to understanding vocabulary easily, some of 33 students agrees that Small Group Discussion always or sometimes used to understanding reading well, a half of 33 students agrees that Small Group Discussion sometimes used to identify the factual information easily, some of 33 students agrees that Small Group Discussion always or sometimes used to identify the detail information easily, a half of 33 students agrees that Small Group Discussion always used to identify the meaning of particular word easily, some of 33 students agrees that Small Group Discussion always or sometimes used to identify the main idea easily, and a half of 33 students agrees that Small Group Discussion sometimes used to identify the implicit information easily.

After reducing data and displaying data, the writer made Conclusion Drawing. Duke and Pearson (2002) states that, it made perfect sense that sometimes we should pull a group of students together not because they were reading the same book or were reading at the same level, but instead because they would benefit from the same strategy. In line with Duke and Pearson, Small Group Discussion was technique for teaching reading material to improve the students' reading ability. So, they can developed their skill and knowledge.

Based on the reducing and displaying data, the writer concluded that the most of 33 students agrees that Small Group Discussion used to understanding the reading material, such as understanding vocabulary, identified the detail information, identified the factual information, identified the main idea, identified the meaning of particular word, and identified the implicit information. It means that Small Group Discussion was effective to understanding the reading material.

Discussion

The conditions when the researcher did this research, most of the students were lazy to read because the students thought twice to do reading activity; moreover

reading is a long activity. The problem comes from the students' difficulties to read materials in foreign language. Thus, they read only word by word. Some students would say that they forgot what the story was about, some would only recalled one or two pieces of information and some others could only tell the beginning and the ending of the story. On the other hand, the condition of Small Group Discussion technique is effective applied to the student's reading ability. According Mahillah (2010), Discussion technique can be used to teach English materials for the students and it has some alternative ways to be practiced based on the teacher's creativity and the teacher's capability. The students can receive the teacher's explanation easily, interesting, and enjoyable to follow the learning process. So, they can improve their capability in English and have the high motivation to learn much about English.

In line with her statement, after the students used discussion technique, the students can understand the reading material exactly identified the factual information, identified the detail information, identified the meaning of particular word, identified the main idea, identified the implicit information, and also they had motivation to study the reading material because using this

technique the students felt reading is easy and enjoy.

So, discussion technique can be used as one of the alternative to teach reading. Discussion technique was effective strategy to improve the ability of students reading comprehension. Using discussion technique can show the students to find the problem individually which are related to material that are given by the teacher. Then, the teacher and the students discussed the problem to find the answer.

Conclusion

Reading comprehension is a process of understanding the message that the author tries to convey. So, there is an interaction between the reader and the author. The result of that interaction is the readers understood what the authors' aim is. Small group discussion is an activity in which people talk together and grouped with no more than 4-6 students.

The writer concluded that: first, there is significant effect of Small Group Discussion to the eleventh grade students' reading comprehension of SMAN 1 Durenan because the score of post-test is higher than score of pre-test. Second, Small Group Discussion is effective to be used in teaching reading comprehension to the eleventh grade science one in SMAN 1

Durenan because there are 57% students agree that Small Group Discussion used to understand the reading material.

The use of Small Group Discussion helped the students to comprehend the reading, such as understanding vocabulary, identify the detail information, identify the factual information, identify the main idea, identify the meaning of particular words, and identify the implicit information. The students can understand the material that given by teacher with discussion in group. It means that learning process better because each student has a role and more active when they did discuss in their group to solve the problems, answer the question or give their idea.

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