

RESEARCH ARTICLE

***THE EFFECT OF BUZZ GROUP TECHNIQUE
TO THE STUDENTS' READING COMPREHENSION
AT ELEVENTH GRADE OF SMAN 6 KEDIRI
ACADEMIC YEAR 2015/2016***



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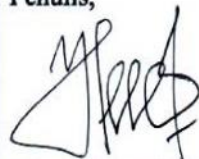
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***THE EFFECT OF BUZZ GROUP TECHNIQUE TO THE STUDENTS'
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ABSTRACT

This experimental research aims to know the effect of buzz group technique after and before being taught using buzz group technique, and to find out any effect of buzz group to the students' reading comprehension at eleventh grade of SMAN 6 Kediri academic year 2015/2016. In this skripsi, the researcher wants to introduce the technique named buzz group technique to make their reading comprehension be better. The research approach is quantitative approach and the method of this research is experimental research. The sample of research was XI MIA-4 students of SMAN 6 Kediri which consisted of 30 students, but four students could not join all process of the research, so the researcher took 26 students as the sample of research. The process of collecting the data was using pre-test and post-test. The result of this research was showed by comparing t-observed and t-table. The researcher found that t-observed was 7,1 at the degree of freedom 25, t-table was 2,060 at the level of significance 5% and 2,787 at the level of significance 1%. It means that t-observed (7,1) t-table at the degree of significance 5% and 1%. From the result of the research, we knew that buzz group technique gave very significant effect to the students' reading comprehension. English teacher is suggested to apply buzz group technique in teaching reading comprehension in order that the students' ability in reading comprehension can improve.

Keyword: buzz group technique, students' reading comprehension

I. INTRODUCTION

Reading is the basic skill that must be learned by students, which has an important contribution to the success of learning language. Jain and Patel (2008: 113) cite that reading is the most essential skill for success in all educational contexts. It is a process of getting information from written words. Reading needs identification and also interpretation processes which require the reader's knowledge about the language structure used in the text and his knowledge about a

given topic (Nunan 2001: 33). It is supported by Pang, et.al (2003: 6) that reading is about understanding written texts that involves both perception and thought. Perception can be split into two processes. Firstly, processing sensory input which transforms this low-level information to high-level information and secondly processing which is connected with persons' concept and expectations (knowledge). Therefore, reading cannot be separated from comprehension. As stated by Sheng in Nuriati et.al (2015:

2), "Comprehension is the understanding of the meaning of the written material and covers the conscious strategies that lead to understand". Therefore, it is better for students train themselves to read well and have high comprehension in reading.

When doing preliminary study, reading was considered as a stressful activity because of some factors such as monotonous post-reading activities and monotonous learning models which is used by the teacher. The researcher also found some problems in learning reading comprehension, such as the students are lazy to read, shy to share their arguments and they get difficulties to understand a reading text. Based on some conditions above, the writer tries to make the teaching learning process more interesting.

Moreover, Harmer (2001: 21) stated that group work is cooperative activity consist of at least five students, asked to discuss a topic, do a role play or solve a problem. In groups, students tend to participate more equally, than they are in a whole class arrangement because they take some of their own learning decisions. Furthermore, buzz group technique belongs to cooperative learning especially small group discussion that serves as warm up to whole-class discussion. Richard and Rodgers (2002: 192) define cooperative language learning (CLL) is group learning

activity organized to exchange the information between learners in group and each learner to increase their knowledge. According to Gangel (2003: 43) Buzz groups technique 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 in the specific period of time. Barkley, et al. (2001:112) stated, "Buzz group technique is a term 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 a feedback and discussed by whole group". By implementing buzz group technique in reading comprehension students can understand the reading material well by giving comment, questioning, answering the questions based on the reading material that they discussed with their own group, then summarizing and reporting the best answer of the discussion.

This research only focuses on the effect of buzz group technique in teaching reading comprehension with some indicators includes deciding general idea, main idea of the paragraph, specific information, detail information, implied information, reference meaning, the meaning of the word/phrase/sentence, synonym, and antonym; grammatical

function and identifying the communicative function of text. The material was selected to the material which going to learn by the students when the researcher took the data.

II. METHODS

The researcher used the quantitative experimental research to find out the effect of Buzz Group technique to the students' reading comprehension. Creswell (2012: 13) says, one of the characteristics of quantitative research is collecting numerical data from a large number of people using instruments with preset questions and responses. Moreover, Ary (2010:265) stated that the experiment is a scientific investigation in which the researcher manipulates one or more independent variables, controls any other relevant variables, and observes the effect of the manipulations on the dependent variable(s). The dependent variable in this research was the students' reading comprehension while the independent variable was buzz group technique.

This research took place at SMA Negeri 6 Kediri for the eleventh grade students. It is located on Jl. Ngasinan No. 52 Rejomulyo, Kediri. The population of this research was the eleventh grade students of SMA Negeri 6 Kediri. Ary (2010: 148) "A population is defined as all

members of any well-defined class of people, events, or objects". The samples in this research were the students of XI-MIA 4. There are 30 students consist of twelve boys and eighteen girls. Ary (2010: 148) stated that "A sample is portion of a population". It is a part of population which is selected to be the object of the research.

The research instruments were designed by applying multiple choice tests. Brown (2004) states that multiple choices form are practical, reliable and they give the possibility of an essay and consistent process of scoring and grading. The multiple choice test consisted of 20 questions with five options a, b, c, d, and e for each item, the students were asked to choose the correct answer then the researcher took the score from it. The data was collected from the students' pre-test and post-test score. Pre-test that was done on May 9th, 2016 and post-test was done on May 17th, 2016. The treatment was done twice after giving pre-test. It were done on May 10th and 16th, 2016. The material that was learnt was narrative text. First, the researcher asked the students to make group consist of 5 students. Second, the researcher explained the procedure of the discussion and distributed the text and questions about narrative text that they have to discuss. Then, they did discussion

with their buzz group, the researcher monitored the discussion to make sure that all members participated to give their ideas. After all questions were answered, each group reported the result of their discussion while the other group gave comment until they got the conclusion. The treatment was done two times with the same technique, procedures and material. And the data was analyzed by using t-test.

The formula of the *t-test* as follows:

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

Note:

t = t ratio

Md = the mean different of pre-test and post-test

$\sum x^2 d$ = the number of standard deviation

N = number of students

III. FINDINGS AND CONCLUSION

Based on the data analysis of pre-test and post-test scores, the total score of pre-test was 1510 and the total score of post-test was 1730. Actually, the total numbers of students in XI-MIA 4 were 30 students but four of them did not join all the process of the research so the researcher only took 26 students for data of this research. There were three students who got highest score that were 85. The total score of D was 220. The total of D^2 was 2750. There is a

significant difference between the pre-test and post-test score. It can be seen from the table below.

| N= 26 students | Pre-test | Post-test |
|----------------|----------|-----------|
| Total score | 1510 | 2750 |
| Mean | 58,1 | 66,5 |

The result of calculating the value of t-test and degree of freedom (df) :

$$df = (N-1) = (26-1) = 25$$

The value of t-test that was calculated above found that t-score was 7,1 at the degree of freedom 25, t-table was 2,060 at the level of significance 5% and 2,787 at the level of significance 1%. It means that t-observed (7,1) > t-table at the degree of significance of 5% and 1%. So, t-score was very significant. It means the null hypothesis (H_o) was rejected and the alternative hypothesis (H_a) was accepted. Here is the statistical computation of using t-test :

| Df | t-score | 1% | 5% | Alternative hypothesis (H_a) | Null hypothesis (H_o) |
|----|---------|-------|-------|----------------------------------|---------------------------|
| 25 | 7,1 | 2,787 | 2,060 | Accepted | Rejected |

After comparing the results, the researcher concluded that there was a very significant effect of the students' reading comprehension after the researcher gave the treatment by using buzz group technique. Buzz group technique could make the students interested to read. As stated by Barkley, et al. (2001:112) buzz group technique is a small discussion group consists of four to six students

formed for a specific task such as generating ideas, solving problems or reaching a common view point on a topic and followed by whole class discussion in order to get ideas by giving feedback.

The result shows that the buzz group technique practically can affect the students' reading comprehension achievement in deciding general idea, main idea of the paragraph, implied information, reference meaning, specific information, detail information, grammatical function, identifying the communicative function of text and to comprehend the meaning of words in the text. Therefore, through buzz group technique the students became more active.

By understanding the explanation above, the researcher found some similarities between this research and the previous research conducted by Milaningrum (2013). Both research found that by dividing the whole class into small groups gave students chance to practice their comments and increased their ideas in their buzz group. In their small group discussion, the shy students became more active to share their ideas and opinion, but they still shy when they asked to share in the whole class discussion. They felt worry if their answer was wrong. That was become the difference between this research and the previous study.

This research also supported the previous research conducted by Nuriati, et.al (2015), who found that buzz group technique practically can improve the students' reading comprehension achievement. They also found that after applying this technique, the students' achievement in post-test was greater than the students' achievement in pre-test. It differs with this research which found that there were four students who got equal score between pre-test and post-test.

While, Ni'mah (2015) conducted the research about the use of buzz group technique in writing hortatory exposition text to the eleventh grade students. Here, there was different skill between this research and the previous research. The previous research stated that buzz group technique engaged students directly to involve in the learning process by having buzz group discussion and class discussion. So, buzz group is helpful in the process of enhancing students' activeness and writing English especially writing of hortatory exposition text. However, after comparing between this research and the previous researches, the results of the previous researches supported the researchers' finding, who found that there was a significant effect of buzz group technique in students' reading comprehension.

From the result of the research, we knew that buzz group technique gave very significant effect to the students' reading comprehension. As stated before, that buzz group is organized for generating information and ideas in short period of time. Using buzz group technique in reading class, the students can discuss with their friends to exchange simple ideas from the reading text (Barkley, et al. 2011: 112).

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