RESEARCH ARTICLE

THE EFFECT OF SMALL GROUP DISCUSSION
IN DESCRIPTIVE TEXT TO THE SEVENTH GRADE
STUDENTS' READING COMPREHENSION AT SMP PGRI 1 KEDIRI
ACADEMIC YEAR 2015 / 2016

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THE EFFECT OF SMALL GROUP DISCUSSION IN DESCRIPTIVE TEXT TO THE SEVENTH GRADE STUDENTS' READING COMPREHENSION AT SMP PGRI 1 KEDIRI ACADEMIC YEAR 2015 / 2016

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ABSTRACT

This experimental research aim at knowing the effect of Small Group Discussion on students' reading comprehension.The research uses quantitative pre experimental approach. The population of the study was tenth grade of SMP PGRI 1 Kediri in academic year 2015/2016 withthe sample was class VII-B consisted of 25 students. The result was analyzed by using SPSS v.21. The mean of post-test (69.20)was higher than the mean score of pre-test (61.40). It means that students' reading comprehension after being taught using Small Group Discussion increased. In addition, the result reports that t-score (2,771) was higher than t-table (2,022). In conclusion, there was a significant effect of Small group discussion on students' reading comprehension. The researcher suggested to apply this technique by different kind of discussion technique, also they should motivate their students to be more active in sharing their idea in teaching learning process especially for students who have low motivation to be more confidence in English class.Therefore, further researchers who use this research as additional resources to conduct a research are suggested to design the research with different language skill, level and material in order to get deeper information about the implementation of small group technique.

Key words: Reading, Reading Comprehension, Small Group Discussion.

I.   INTRODUCTION

Reading is not passive skill but rather than active process and productive skill. In reading, readers need to be active in the learning process-they need to be able to relate and understand the text, and this is an interactive process. It is supported by Walker (2000: 16) who states that Reading has been defined as an active process in which readers shift between sources of information, elaborate meaning and strategies, monitor their comprehension, and use the social context to reflect their response."Reading means to understand the meaning of printed word. It is an active process which consists of recognition and comprehension skill"(Patel & Jain, 2008: 105). Reading is not only about how to pronounce and to know the meaning of words, but also how the reader comprehend or understand about the idea of the writer in written form.According to

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Alderson (2001: 5), comprehension is the process by which person understanding the meaning of written or spoken language.

Teaching is a process carried out by the teacher in the classroom, which is intended to transfer the knowledge and skills to the students. Brown (2000: 7) states that teaching is guiding and facilitating learning, enabling the learners to learn and setting the condition for learning. The teaching process should be useful and effective to teach students about a type of knowledge. Brown (2000: 7) says that learning is acquiring or getting knowledge of a subject or skill of study, experiences, or instructions.

Based on the writer's experience when doing teaching practice in SMP PGRI 1 Kediri, the teacher just applies the monotonous teaching technique in teaching the students. So, it can not interest them even it can improve their capability in mastering the text. The writer also found some problems in learning reading, such as the students were lazy to find each meaning of word in dictionary, they got difficulty on understanding the meaning of the text, on the conclusion ability in vocabulary made the students got trouble in identifying specific information (supporting details) in the text. They got trouble in identifying information which was described such as location,

characteristic, physical appearance, and another thing. It made them got difficulty in identifying main idea.

Related to the facts above, the teacher must have good strategies to make the students easy to understand the text and also help the students become effective readers. In this case, the writer proposes a teaching strategy that is called Small Group Discussion. Williams et.al (2009: 34) state that through small-group literacy lessons, teachers explicitly teach students what they need to know about reading, and keep them engaged and motivated through hands-on word-work activities that promote inquiry and critical thinking.It is aimed to stimulate the students to be encouraged to talk, think and share much more readily than in a larger group. Kessler (1990: 58) said that group work which is created to do activity can help to produce capability how to learn in sharing their idea and their mind. Based on Brown (2000: 177) the advantages of small group discussion are : 1) Group work generates interactive language 2) Group work offers an embaracing affective climate, 3) Group work promotes learner responsibility and autonomy 4) Group work is a step toward individualizing instruction.

Based on the identification above the researcher focuses on the effect of small group discussion in reading

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comprehension with some indicators includes deciding general information, specific information, determine the communicative function of the text, reference meaning, the implied information, meaning of the word/phase/sentence, identifying main idea, identifying detail information and complete a missing word.The material was selected to the material which going to learn by the students when the researcher took the data.

The researcher hopes that small group technique can contribute some benefits for the researcher to give background knowledge about the effect of small group discussion in teaching reading comprehension so that the researcher got the experience in implementing the technique in teaching reading comprehension better. For the teacher, it is hope they can use this technique in teaching learning process to increase the students' reading comprehension. Beside that, the further researchers also can find new information and reference about the effect of small group discussion to the students' reading comprehension to finish their research.

II. METHODS

This research approach was quantitative research and the research method was pre experimental design, namely the one-group pre-test post-test design. The instrument used to collect the data in this research is test which consists of pre-test, treatment, and post-test. The pre-test and post-test were in the same form of multiple choices that consists of 20 questions about descriptive text which representative of some indicators micro-macro skills of reading comprehension which adopted from Brown (2003: 187).

The score of students' reading comprehension before and after being taught using small group discussion analyzed using Paired sample t-test in SPSS version 21 to see the effect of small group discussion on students' reading with a significant level: $\propto = 5\%$.

III. FINDING AND CONCLUSION

The finding of the questions study were asking about how the students' reading comprehension before being taught using small group discussion, how the students' reading comprehension after being taught using small group discussion and whether there is significant effect or not small group discussion on students' reading comprehension. The Pre-test was held at the first meeting of the research. It was done on May 28th 2016.There was 4 students got score 50-55 with categories enough, 4 students go score 56-61 with

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categories enough, was 4 students got score 62- 67 with category good, 1student got score 68-73 with category good, 7 students got score74-79 with categories good, was 4 students got score 80-85 with categories very good, and 1 students got score 86-91 with categories very good. First treatment was done on May 29th 2016. There were 25 students in this meeting. The second step to know the result is treatment. Treatment was given to the students after the researcher had conducted pre-test. It was done on May 30th 2016. In this activity the researcher would introduce the topic small group discussion technique especially "buzz group" to the students.

First, the researcher greeted the students, introduced and explained the purpose of conducted research, then researcher explained the procedure of buzz group technique. Then to start the lesson, the researcher gives some leading question about descriptive text about place. Then, she explained descriptive text, including definition, generic structure, and language features. After that, she explained the procedure of buzz group and give the example about it. Then, she divided the class into 5 group, one group consist 4 - 5 students based on students' ability (high, medium, and lower). Then, the researcher chooses the leader each group. After that,

the researcher give the text entitled "Kuta beach" and ask them to finish the task. In buzz group section, the students discuss every exercise with the members of the group. They do the task and helped each other to finished the task. The task consisted of some indicators of reading comprehension such as identify general information, specific information, determine the communicative function of the text, reference meaning, the implied information,meaningof the word/phase/sentence, identifying main idea, identifying detail information and complete a missing word. The researcher helped them if they had difficulties during discussion. Then, the leader of the group would present the result of discussion in front of the class. The other students must pay attention. If the answer was wrong, the other groups have to answer the question. Then, the researcher gave conclusion from the result of all groups. At the end, the researcher reviewed the lesson that was taught in that day. Second treatment was done on May 30th 2016. In this meeting, the researcher gave the text entitled "my house" and ask them to finish the task. They did the task and helped each other to finished the task.

At the last, post-test was held after two times of treatments given to the students. There was 4 students got score

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50-55 with categories enough, 4 students go score 56-61 with categories enough, was 4 students got score 62- 67 with category good, 1student got score 68-73 with category good, 7 students got score74-79 with categories good, was 4 students got score 80-85 with categories very good, and 1 students got score 86-91 with categories very good.

To analyze the data result, There are data outputs from calculated using SPSS: Paired Sample Statistic, Paired Samples Correlations, Paired Samples Test.

Table 4.3

The mean score of Pre-test and post test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Before	61,40	25	8,357	1,671
	After	69,20	25	11,336	2,267

The Paired Samples Statistics table above shows the mean score of pre-test was 61,40 with standard deviation 98.357 and the mean score of post-test was 9.20 with standard deviation was 11.336.

Table 4.3

The correlation score of Pre-test and post test

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Before & After	25	,001	,995

From Paired Samples Correlations table above, the output shown the data before and after being taught using small group discussion was 0.001 with significance value (sig.) 0.995. It means there is any correlation between students' reading comprehension before and after being taught using small group discussion.

Table 4.5

The T-Score of pre-test and post-test

Paired Samples Test

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Before After	7,800	14,074	2,815	13,610	1,990	2,771	24	,011

From Paired Samples Test table above, it showed t-test is 2.771 and the t-table with degree of freedom 24 is 2.022 at the level of significance of 5%. It means t-test was higher than t-table (2.771 > 2.022) and Sig. (2-tailed) is 0.11 was higher than 0.05. Then, the means difference between pre-test and post-test score was 7.800. the result of the data using SPSS version 21, the writer got the finding data about students' reading comprehension scores that before and after taught using Small group discussion technique. The researcher concluded that any significant effects in teaching reading using small group discussion at the seventh grade students of SMP PGRI 1 Kediri, it shown by the mean of post-test is higher than the mean of pre-test. After the researcher taught using

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small group discussion technique and doing the post test, the score is (69.20) and the mean of post - test is (61.40) it can be concluded that students' score is increasing after using discussion technique. Based on the result of t-score (2.771) is higher than t-table in the level of significance 5% (2.022) and P value t-test is lower than level of significance of 55 (0.011 < 0.05). This result is in line the previous research conducted by (Umiyati,2011 Julianus et.al ,2014, Pratama et.al ,2012) they result shown that the students' ability in descriptive text significantly increases by using Group Work strategy in teaching reading comprehension From the data that have been analyzed by using SPSS version 21, it shown that there was a significant effect of Small Group Discussion technique on students' reading comprehension to the seventh grade students of SMP PGRI 1 Kediri in academic year 2016/2017. The result of the t-test scores was (2.771) and the t-table was 2.022 (in significant 5%) or 0.404 (in significant 1%). In other words, the t-score was higher than t-table. It means Ha is accepted and "Ho" is rejected.

Based from the result, the writer concluded that there was a significant effect of small group discussion technique on students' reading comprehension. Based on the results above the writer concluded that

Small group discussion was suitable for students' reading comprehension, because this technique can help the students got the better comprehend the text. Most of the students can answered some questions which consists of some indicators of reading comprehension such us identifying main idea , identifying general information ,identifyingspecific information identifying determine the communicative function of the text, identifying reference meaning, identifying the implied information, identifying meaning of the word/phase/sentence, identifying detail information.The lowest indicators was reference meaning.

The writer suggests to the teacherEnglish teacher should apply this technique by different kind of discussion technique, also they should motivate their students to be more active in sharing their idea in teaching learning process especially for students who have low motivation to be more confidence in English class. This study discusses only a specific parts of small group technique. The result of this research could not increase significantly from pre-test to post-test since this research had some weaknesses.

Therefore, further researchers who uses this research as additional resources to conduct a research are suggested to do research in conducive situation and

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condition with complete students in the class, and to the students' reading comprehension to finish their research.

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