

ARTIKEL

**THE IMPLEMENTATION SMALL GROUP DISCUSSION IN
TEACHING READING COMPREHENSION AT MAN 1 NGANJUK**



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ABSTRACT

Reading is a process interaction two things between the reader and the writer. The reader should comprehend what the writer wrote. And most of the student get difficulty to comprehend the contain of the reading.

The problem of the researcher are (1) How is the students's reading comprehension before being taught using small group discussion at MAN 1 Nganjuk? (2) How is the students's reading comprehension after being taught using small group discussion at MAN 1 Nganjuk? (3) Is there any significant teaching reading comprehension using small group discussion at MAN 1 Nganjuk?

This study uses quantitative research, exactly the experimental research of one group pre-test and post-test design. The subject of the research is the eleventh grade at MAN 1 Nganjuk, especially XI-Bahasa class consist of 25 students. the research was done in two meetings. The data are collected using pre-test, post-test and t-test is applied to analyze the data.

The result of the study shows that t-score is higher than t-table. The score of t-test was 8.279 at the degree of freedom of 24 and t-table is 2.064 at the level of significance 5%. It means that the t-score (8.279) > t-table (2.064) at the level significance 5%. Therefore, the Null Hypothesis (H₀) is rejected and the Alternative Hypothesis (H_a) is accepted.

In conclusion, small group discussion technique has very significant effect in teaching reading comprehension. So, the researcher suggest that the English teachers should use the small group discussion technique in order to make the students more easier to comprehend the text. Then the students are expected can increase their skill especially in reading comprehension. Finally, for other researchers are expected to be able to apply this technique using their own creativity.

Key words: Reading comprehension, small group discussion

I. INTRODUCTION

English is the most widely used language in the world. English is also the first foreign language that has been taught in Indonesia in every level of school education from primary school up to university. English curriculum it is stated that English is considered as the instrument

for expressing meaning. In English curriculum English consist of four skills they are : reading, listening, writing and speaking, they are relate to each other.

Reading is the most important skill in learning English that should be mastered by students in learning English. Because

reading is a process interaction two things between the reader and the writer. The reader should comprehend what the writer wrote. And most of the student get difficulty to comprehend the contain of the reading.

They just read what they read without know what the writer wrote in reading. Johnson (2008: 3) said that reading is the practice of using text to create meaning, it means that reading is the process of to creat the meaning from the text is. From the statement above it means that reading one of activity for the reader to getting the information from the text that they read and the reader know the purpose and meaning of the reading is. So we don't just read without getting information but also we know what contain of the text is and comprehend the text about.

Ellizabeth (2003: 6) said that reading is about understanding and comprehending the written text. It means that when we read the reading we have to know the contain is. Comprehend the text is knowing the meaning of the vocabs of the text. Comprehension is making sense of the word, sentence and connected the text. According to Klingner and Boardman (2007: 2), reading comprehension is process of constucting meaning by coordinating of number of complex process that included by word reading,

word and world knowledge and also fluency. Reading comprehension following three steps they are mentioning, practicing and assessing. That is the teacher have to mention the skill that the student use in learning process, then the teacher give a chance for student to practice that skill trough their workbook, and finally assess wheater or not they used the skill successfully.

According to Olson and Diller (1982: 42), the deffinition of reading comprehension it self is term used to identify the skill which needed to understand the written material of the reading. This statement also supported by Harris and Sipay (1980: 179) who say that reading comprehension ability is taught to be a set of generalized knowledge acquisition skill that make people to get the information in a detail. From this, reading is not passive but more an active process to get the more information. in group reading, student may enjoy from time to time to getting the comprehension in a together manner. So, reading is the active activity for the reader to getting the information and comprehend the contain of the text.

From the problem above the researcher choose using small group discussion in teaching reading comprehension. The researcher trust

it can make the student more comprehend about the text. The student not only just read the text but also the student comprehend the contain. Small group discussion is one method which the student make a simple group for sharing the ideas and comprehending the text together. Small group discussion consist of four or five member of students. In every group teacher give the text and every member of group they should sharing together with each students in a group. They have to find the solution to understanding the text together. According to Serravallo (2010: 5), working in group helps the student because the teacher can see the more student in the same time it takes to do individual conference. It means that in a group is usefull for student and also the teacher because when the student pair in groups they can help the other student and in a group make a close relationship between the student between the teacher and also the student between student, and it makes the teacher's work efficiently. The teacher just see how every group work and the teacher can know how they are studying to comprehend text together.

The purpose of small group discussion method in teaching reading comprehension is building the student's skill in comprehending. The students more understand and be confident to explain their ideas. And also it can make the student more active to explain the ideas that they get during they discuss together. Every member of small group discussion will explain the different ways based on their own words. The teacher also can measure the knowledge every student when they are in group discuss process. The teacher know the student's comprehension from the way they says with their own words. While the students read a text, they have to be able to comprehend the contain of the text with discussion in group. So if they get some difficulties about meaning or another they can ask it with their group. The students can explain about their ideas and sharing the material by their group discussion.

Reading text has became the problem among the eleventh grade students of MAN 1 Nganjuk. They got some difficulties, such as they are not able to comprehend the content of the text. It happens

because when they read a text, they just read word by word without comprehension.

The process of using small group discussion method in teaching reading comprehension to the students of MAN 1 Nganjuk in terms of deeping the material. The researcher get pre liminary study before choose this school. The researcher know what the problem of the student at MAN 1 Nganjuk. The researcher wanted to the students to comprehend the text, but there was the students just sit on their chairs and they read the text without any comprehend. There are many kinds of reading when the researcher faced on the class when learning process like reading a loud, silent reading and there is student just sit on their chair without action to read. After the researcher wanted to the students

to explain their ideas based on the text that the researcher gave, the students got difficulty to explain it. Some students just talk to talk with their students where sitting beside them. Some student just keep silent without any respond.

The researcher conducted to research in MAN 1 Nganjuk not only doing pre liminary study but also the researcher know about the problem of student at MAN 1 Nganjuk in reading comprehension. The purpose of small group discussion is to improve the student's comprehension in reading a text. While the student read a text, they have to be able to comprehend the contain of text.

Based on the explanation above, the researcher interest in finding out the implementation using small group discussion in teaching reading comprehension at MAN 1 Nganjuk.

II. METHOD

In this research, the researcher uses the quantitative research to analyze the data. Ary, et al (2010; 22), stated that quantitative research uses objective measurement to gather numeric data that are used to answer questions or test predetermined hypotheses. It

generally requires a well-controlled setting.

From the explanation above, it can be conclude that quantitative research stressed the analysis to the numerical data which is processed by using statistical method.

According to Ary, et al (2010: 26), defined that experimental research involves a study of the effect of the systematic manipulation of one variable on another variable. It means that experimental research is study to determine the cause effect among variable.

The designing form the experimental which the researcher choose is experimental design. The

researcher uses one kind of experimental design, namely pre-test and post-test design. The reason the researcher choose one group pre-test post-test is comparing student score from the pre-test and post-test design in order to know the result of small group discussion technique.

III. FINDINGS AND DISCUSSION

Based on the data that was analyzed using SPSS version 23, the purpose of the researcher was to find out how the ability of the students's skill in reading comprehension before and after taught using small group discussion and the significant effect at MAN 1 Nganjuk. The finding, shown the result of students's reading comprehension increased after

being taught using small group discussion. It is proven by the mean of result pre test and post test. The result mean of pre test was (54.00) and post test was (77.60). it means that the result mean of post test was higher than pre test. From the data above it can be conclud that there is any significant effect after being taught using small group discussion.

IV. CONCLUSION

Reading is one of important skill in learning English. In reading, the students should understand the sentences and the contain of the reading itself. Moreover, reading cannot be separated with comprehension, because reading need comprehension. It means that reading comprehension is a processs for getting knowledge by understanding the meaning of the context. Reading has become

problem to the students in narrative text. This condition is identified as the students get the difficulties to understand the contain of the story.

From the problem above, the English teacher should use the appropriate method in teaching reading comprehension. Thus, the researcher conducted the research about the implementation small group

discussion in teaching reading
comprehension.

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