

ARTICLE

THE INFLUENCE OF SMALL GROUP DISCUSSION METHOD ON STUDENTS'
READING COMPREHENSION ON SMK PGRI 2 KEDIRI



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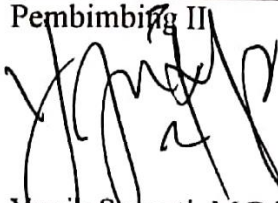
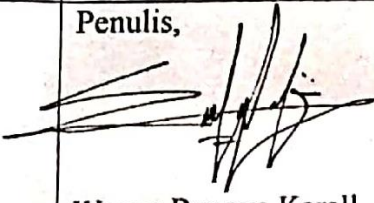
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ABSTRACT

Reading Comprehension is a skill to understand the meaning of the content of text by interpreting it appropriately, one of strategies that can be used in teaching reading is Small Group Discussion. It is a method of organizing the class and doing communicative activities in classroom. The aims of this research are to know whether there is any significant effect of using Small Group Discussion method in teaching reading comprehension at tenth-grade students of SMK PGRI 2 Kediri academic Year 2017/2018. This research used quantitative approach and experimental method with one-group pre-test and post-test. The sample of the research was X OTKP 1 class consisting 20 students. In collecting the data, the researcher held two times meetings which involved pre-test, two times treatment and post-test with narrative text material. Then the data was analyzed using SPSS version 21 by t-test. The result of post-test showed that the students' reading comprehension increased after being taught using Small Group Discussion. It was proven by the mean score post-test (65.75) which was higher than mean score pre-test (49.85). Furthermore T-score (23,115) > T-table 5% (2,093). It means that alternative hypothesis (H_a) was accepted and null hypothesis (H_0) was rejected. It can be concluded that there is significant effect on students' reading comprehension before and after being taught using Small Group Discussion at the tenth grade students of SMK PGRI 2 Kediri at X OTKP 1 class in academic Year 2017/2018. The result of this study also shows that small group discussion proved to give positive influence on reading skills in Vocational High School. In addition, the teacher can use this method to be reference in the class when she or he applied the strategies or method monotonously. Also for the next researcher the writer suggests to use the other skills or other methods in small group discussion to find out if there is other methods which also have an impact on English learning.

KEY WORDS: Small Group Discussion, Reading Comprehension

I. INTRODUCTION

Reading Comprehension is one of the important skills because it provides many useful information and knowledge. Reading skill becomes very important in education. According to Kintsch (1998): Reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences.

The Indonesian students start learning English at the Junior high School (SMP). The process continues at Senior High School (SMA) or at Vocational High School (SMK). Now English is also taught in some elementary schools as the local content and even in some kindergartens. The pupils are introduced to some English vocabularies. In addition to learning the language in formal education as mentioned above, people also learn it in non-formal education. English courses and private lessons are the examples of non-formal education. But in this research only focuses at Vocational High School (SMK) because in Vocational High School students tend to focus on learning according to their majors and English is just an additional lesson, it makes English lessons in Vocational High School have a lower score than those of the Senior High School have. In teaching

reading teacher should make the students more active in accordance with the purpose of learning. Teachers are required to be able to control and lead the classroom activity effectively.

To make a good and active classroom condition come true, teacher is suggested to have some techniques in teaching reading, such as discussion. This technique can make students become more active and make classroom more controlled as appropriate with the purpose of learning. Discussion technique can collaborate with small group method to support children as readers and thinkers. According to Brewer (1997:22): Group discussion, also called group work, is a way of cooperative learning. It is a method of organizing the class and doing communicative activities in classroom. In group discussion, two to six students are working together for a single task or different parts of a larger task. If there are only two students in a group discussion, it is called pair work. Larger groups cannot provide students with more opportunities to speak.

Moreover there are many types of small group discussion, but in this research the writer will focus on using Think-Pair-Share. According to David and Roger (1975): Each member of a team chooses another member to be a partner. During the

first step individuals interview their partners by asking or clarifying questions. During the second step partners reverse the roles. For the final step. Members share their partner's response.

Regarding the explanation above, this study aims at investigating the influence of the use of the small group discussion method in teaching reading. Finally the writer hopes the result of this study will be able to give a new contribution for teachers, especially in helping them to overcome the difficulties in teaching reading which make students improve their reading skill besides. This present study hopefully will also be able to give some contributions for the next researchers who want to conduct study in the similar field.

II. METHOD

The approach of this research is quantitative research. Based on Ary, Jacobs, and Sorenson (2010: 2), quantitative research uses objective measurement to gather numeric data that are used to answer question or test predetermined hypothesis. In other words, this research to analyze the students' reading comprehension which is assessed from the test and it has a hypothesis. In this research, the researcher decided to use quantitative research design because the researcher wants to know the result by the number to measure and look

for the effect of small group discussion method in teaching reading comprehension.

The technique in this research is experimental research. In this study, the researcher will conduct the experiment in one class which the researcher will provide a pre-test to determine the students' reading comprehension before being taught using small group discussion method and post-test to determine progress in students' reading comprehension after being taught using small group discussion method. After that, the result of the pre-test and post-test were analyzed using t-table to find out the effects of small group discussion method on students' reading comprehension.

This research was carried out at SMK PGRI 2 Kediri. It is located at Jalan KH Abdul Karim V, Bandar, Mojoroto, Kediri, East Java. The researcher chose this school because based on the observation, the students got the problem in English especially in reading comprehension. They got difficulties to understand the text. So, he did the research at X OTKP 1 by using Small Group Discussion method. The student's reading ability was measured using multiple choice test, the correct answer will get a score of one and the wrong answer will get a zero score. The total score of the correct answer will be divided by the total score of a number with

items. After that, the result will be multiplied by one hundred percent.

After collecting the data of pre-test and post-test, the researcher will measure the difference in scores from the pre-test and post-test in the experimental group by using statistical calculations. In this research, in analyzing the data, researchers used the T-test formula by using SPSS version 21 to find out whether there were differences in the mean differences between them are significant or not.

III. RESULT AND DISCUSSION

In this section, the writer wants to present the conclusion of the research. The first conclusion about the result of the students' reading ability before being taught using small group discussion. The result of data Analysis shows the students' reading comprehension skills are still low, the lowest score in one of indicator that identifying the generic structure with the total score 6. It means that the students still have difficulties in Reading Comprehension especially in identifying the generic structure. However the other indicator also have a low score as like explain explicit information with the total score 8, and identify the purpose of the text with the total score 8.

The second finding is about the result after being taught using small group

discussion, Based on the result of treatment that finished by the researcher, the strength of this method made the students more active in the class, because they asked to discuss with their friends about the assignment. They could ask or share many things at that time. By using this method, the teacher taught the students about reading comprehension based on the situation in the class. In addition, the students asked to make choice of whether the steps they wanted to do, it was proven by the mean score post-test have a higher score than pre-test. It means that by the suitable methods the students' Reading Comprehension problems can be solved especially in posttest there is significant score of identifying the generic structure from (6 > 19). However the other indicator also have significance score as like explain explicit information from (8 > 17), and identify the purpose of the text from (8 > 20).

Based on data analysis and discussion that had been described on the previous chapter that refers to formulated hypotheses and in the level of significance, it means that Small Group Discussion method is suitable to teach the students' reading comprehension at SMK PGRI 2 Kediri. It is proven from the score of post-test was higher than the score of pre-test. The scores of pre-test showed that there were no

students that are able to pass the test. After being given treatment using Small Group Discussion method, the scores of post-test showed that there were only six students that were able to pass the test but all of the score of students had enhancement. It means the students reading comprehension increased after being treatment by using Small Group Discussion. However, in the implementation of this study also has weaknesses, the most problem that faced by the students in reading comprehension is reading ability. They had a trouble in that, because they are not familiar to do that activity when they studied English. Moreover, they were lazy to read, they just discussed with their classmates or waiting for their friends' work to cheat.

The last conclusion is that by being taught using small group discussion method students can improve their reading skills. based on the data analysis and interpretation of the result of the data analysis. The result showed that t-score is higher than t-table in the level of significance. Based on the explanation above, it can be concluded that there was significant effect on the students' reading comprehension before and after being taught using Small Group Discussion at the tenth grade students of SMK PGRI 2 Kediri at X OTKP 1 class in academic Year 2017/2018.

IV. CONCLUSSION & SUGESTION

The result finding of this research is appropriate with the result finding of Brewer above that Small Group Discussion is a good strategy in teaching students' reading comprehension. It can increase students' vocabulary and help them learn how to work together cooperatively. Therefore by the suitable methods the students' Reading Comprehension problems can be solved, especially in posttest there is significant score of identifying the generic structure from (6 > 19). However the other indicator also have significance score as like explain explicit information from (8 > 17), and identify the purpose of the text from (8 > 20). Moreover, Rahmat (2017), Ningsih (2017), and Umiyati (2011) found out that Small Group Discussion has effect to make students active in reading activity so that it is effective in teaching reading. In the implementation, the teachers must be able to make the classroom atmosphere more conducive, by using small group discussion teachers will be easier to organize students in class. To improve reading skill, the researcher uses narrative text for the material, of course the other material can also be applied in the small group discussion method. Moreover this method made the students more active in the class, because they asked to discuss with their friends about the assignment. They could

ask or share many things at that time. By using that method, the teacher taught the students about reading comprehension based on the situation in the class. In addition, the students asked to make choice of whether the steps they wanted to do

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