

THE EFFECT OF USING SMALL GROUP DISCUSSION IN READING COMPREHENSION OF FACTUAL REPORT TEXT

Adeliza Meisy¹, Suparmi², Rosi Kumala Sari³

English Education Department, Faculty of Teacher Training and Education

University of Putra Indonesia "YPTK" Padang, Padang, Indonesia

Email: Meisyadeliza28@gmail.com

Abstract : This study aimed (1) To find out the students' reading comprehension on Factual Report text before using the small group discussion technique for class XI TITL at SMKN 1 Padang. (2) To find out the reading comprehension of students on Factual Report text after using the small group discussion technique for class XI TITL at SMKN 1 Padang. (3) To find out whether or not there is a significant effect on using the small group discussion method for students' reading comprehension on report factual text for class XI TITL at SMKN 1 Padang. This research is Class Action Research. The techniques of collected the data are documentation and test. The subjects of this study were 29 students for class XI TITL-A. The results of the data that have been 54% of students who did not understand reading comprehension, with scores below the average. after the second cycle using small group discussion, all student scores increased above the average to 94%, this increased to 41% above the average. With the formation of small group discussions, students' reading comprehension has increased.

Keywords : *Reading Comprehension, Small Group Discussion, Factual Report*

INTRODUCTION

Reading comprehension is one of the language comprehensions that must be learned by someone who wants to learn English. Reading comprehension can help students know and add new vocabulary. Vocabularies are an essential tool in language learning, including reading. For example, if students read an English book, then from reading the book, the students find unknown vocabulary. Then students will try to find the meaning in the dictionary, and from there, students improve their new vocabulary.

Reading comprehension is reading a text while readers think and connect are being read in the text with the ideas in their minds to understand the meaning of the reading text. Reading comprehension means understanding what is being read and connecting the ideas in the text with what is already known. In conclusion, reading comprehension involves looking at

a text and connecting it with the reader's background knowledge to gain understanding.

Based on the competency standards recommended by government number 30 of 2018, several texts must be taught to vocational students; one of them is the Factual Report text. Factual Report text is a text that aims to convey information to readers about the results of research on a matter. This type of text is included in the descriptive text section, which describes something, both objects, living things, or general phenomena.

Therefore, every student in vocational high school is expected to be able to read and understand the text students read. However, based on the results of pre-observation by the researcher at SMKN 1 Padang from July – to December 2021, students face several problems in understanding Factual Report text readings.

Reading is a routine that must be done constantly; according to Grallett (2010), reading is a constant guessing process, and what is obtained is often more meaningful than what is read. In reading, students must be taught to find and understand elements that are not yet known, meaning that someone must know something in the text. It is a crucial skill for students. From Cahyono (2010), "reading is an essential activity in every language class. Reading is not only a source of fun information and activities but also a means to consolidate and expand one's knowledge of languages. e advised that papers in a technically unsuitable form will be returned for retyping. After returned the manuscript must be appropriately modified.

In addition, According to Rivers (in Emha, 2013), the purposes of reading are: (a) To obtain information for some purposes or because we are curious about some topics; (b) To obtain instructions on how to perform some task for our work or daily life (e.g., knowing how appliance works); (c) To act in a play, play a game, do a puzzle; (d) To keep in touch with friends by correspondence or to understand business letters; (e) To know when or where something will take place or what is available; (f) To know what is happening or has happened (as reported in the newspaper, magazines, reports); (g) For enjoyment or excitement.

To achieve one's goal of finding effective reading substance. According to Rahman (2012) stated that the ability to read effectively, efficiently, and precisely understand as much as possible to achieve the goal. Small group discussions can build excellent interactions between pals within the group. According to Brown (2011), the small group provides possibilities for student initiation, face-to-face delivery and take, and practice negotiating, which means prolonged conversational exchanges. So that scholar

is extra assured in delivering reviews in their small organizations.

Small group discussion is one technique for teaching analysis. According to Cristiani (2011), the ladder of dialogue of small organizations in the process of fostering knowledge is providing topics, establishing businesses, providing materials, encouraging students to speak in institutions, reporting the results of group dialogues to other groups, explaining the material that has been studied and the answers to questions raised.

Factual Report is a text that explains something. According to Susilohadi's (2010) report text is a text that classifies or describes something widespread. The facts start with a public assertion that introduces the subject. The description (element, friendly, dependency, and attitude of the challenge) can be defined. Wardiman et al. (2011) presented that the first element we have to recognize is the definition of layman and the classification of each subject that we need to put in writing within the form of file textual content.

RESEARCH METHOD

In this research, the researcher used the classroom action research method. According to Burns (2010), the central idea of the action part of CAR (Classroom Action Research) is to intervene deliberately in the problematic situation to bring about changes and, even better, improve practice. Action research is the name given to a series of procedures in which teachers either wish to improve aspects of teaching or evaluate the success and appropriateness of certain activities or practices. The researcher was done the research in the teaching-learning process so that the researcher can observe the situation in the classroom. Action research is implemented by teachers and directors to improve the learning process.

The subject of this research is students' class XI TITL-A at SMKN 1 Padang in the

academic year 2021/2022. There are 29 students in class. The researcher chooses the class XI TITL-A students because from the observation before the XI TITL-A students have difficulty in understanding reading text (Factual Report) in learning English.

This classroom action research has been carried out at SMKN 1 Padang located at Jln. M. Yunus Kampung Kelawi, Lubuk Lintah, kecamatan kuranji, Padang, Sumatera Barat. I did this research at this school because I did PLK at this school. The implementation of this research will carry out at schools face-to-face (offline learning)

Procedure of the Research

Cycle I

1. Planning. In this step, the researcher made some planning based on the finding of the preliminary study. This activity of action planning are designing of the lesson plan, preparing the model of clustering technique, preparing media and materials, and determining the criteria of success.
2. Action. In this action, the researcher explains the material to the students and then gives the students a reading text along with questions related to the factual reports that have been read. The implementation of the action involved one meeting in each cycle.
3. Observation. The researcher located all the sports that appear in this segment's class. The aspects of observation are: information resources, the tool utilized in accumulating the statistics, and the technique for facts collection.
4. Reflection. After analyzing the observation, the researcher will plan the next cycle. If the researcher located troubles in the first cycle, the researcher will try to remedy the hassle in the subsequent process. The research could be accomplished if 70 percent of the scholar pass the take a look.

Cycle II

1. Planning. In cycle II, the researcher prepared lesson plans and teaching materials that would be explained to students as was done in cycle I. In addition, the researchers divided students into several groups for this factual report lesson.
2. Acting. After making the plan, the researcher takes action. The action is carried out as the implementation of the planning that the researcher has made.
3. Observing. In this phase, the writer discovered all the activities that show up in the elegance. The observation factors are assets of facts, the device used in gathering the information, and the technique for statistics series. So, this phase discusses the manner of recording and collecting all applicable data that occurred during the implementation of the action. The author makes use of subject notes or an unstructured remark sheet as a tenet at the same time as looking at.
4. Reflecting. After analyzing the commentary, the researcher will plan the subsequent cycle. If the researcher found issues in the first cycle, the researcher will try and resolve the hassle within the following process. The studies will be executed if 70 percent of the scholar pass the test. In this classroom action research, the researcher used pre-test (Cycle I) and post-test (Cycle II). Meanwhile, a pre-test will be used before action and before small group discussions. The researcher gave students 10 objective questions for exercise factual report in reading text. And then, after the pre-test was done, the researcher used to post-test and make small group discussion.

The researcher needs documentation to know about the school situation.

Documentation about the work plans (pre-test and post-test). The documentation was to show the real data in this research. After collecting the data, the next step of the study is analyzing the data.

Statistical technique

A statistical technique used to know if there affect small group discussions with the students or not from the result of the cycle I and cycle II. This research was calculated by t-test analysis.

Task Scoring

$$Score = \frac{B}{N} \times 10$$

Where,

B = Correct answer

N = Total question

SD (Deviation Standard)

$$d = \sqrt{\frac{\sum D^2}{n} - \left(\frac{\sum D}{N}\right)^2}$$

Where,

DS = Deviation Standard for one sample test

D = Difference between cycle I and cycle II

N = Number of observations in the sample

FINDINGS AND DISCUSSION

Researchers teach and research directly in the classroom without the supervision of the subject teacher. at the first meeting (cycle I) the researcher explained the material and gave 10 individual objective questions in the class in the form of a pre-test, and for the second meeting (cycle II) the researcher formed students into several groups, then gave a reading text in the form of a factual report with essay questions. This grouping is done to see the effect of small group discussion in Cycle I and Cycle II. The respondents in this study were 29 students of class XI TITL-A at SMKN 1 Padang, where all of the students in the class were male.

Table 4.3 Result of cycle I and cycle II to get $\sum D$ and $\sum D^2$ (cycle I)

NO	Name	Cycle I	Cycle II	D	D ²
1.	AA	3	9.5	6.5	42.25
2.	AAH	5	10	5	25
3.	AA	5	8.5	3.5	12.25
4.	AO	4	9	5	25
5.	AK	6	10	4	16
6.	AP	4	10	4	16
7.	AR	4	9.5	5.5	30.25
8.	FF	5	10	5	25
9.	FPW	7	9	2	4
10.	FA	6	10	4	16
11.	HF	5	9.5	4.5	20.25
12.	HMS	5	8.5	3.5	12.25
13.	IJ	6	8.5	2.5	6.25
14.	IAR	7	9	2	4
15.	IS	5	10	5	25
16.	MG	6	10	4	16
17.	MAH	6	8.5	2.5	6.25
18.	MAP	6	9.5	3.5	12.25
19.	MDR	8	9	1	1
20.	MF	3	10	7	49
21.	MMD	4	9.5	5.5	30.25
22.	MY	4	8.5	4.5	12.25
23.	MZU	8	10	2	2
24.	NRZ	5	10	5	25
25.	RF	7	8.5	1.5	2.25
26.	RFN	6	10	4	16
27.	R	6	9	3	3
28.	RD	6	10	4	16
29.	ZH	2	9.5	7.5	56.25
		154	273	66	284

The calculation standard deviation of the difference between pre-test and post-test is shown by the following.

$$\begin{aligned}
 SD &= \sqrt{\frac{\sum D^2}{n} - \left(\frac{\sum D}{N}\right)^2} \\
 &= \sqrt{\frac{284}{29} - \left(\frac{66}{29}\right)^2} \\
 &= \sqrt{2.78 - 1.5} \\
 &= \sqrt{1.28} \\
 &= 1.31
 \end{aligned}$$

After the researcher found the standard deviation, the researcher must find the significance by calculating ttest. The calculation of ttest is shown below.

$$\begin{aligned}
 t_{test} &= \frac{\left(\frac{D}{N}\right)}{\left(\frac{SD}{\sqrt{N-1}}\right)} = \frac{2.27}{0.24} \\
 &= \frac{\left(\frac{66}{29}\right)}{\left(\frac{1.28}{\sqrt{28}}\right)} = 9.45 \\
 &= \frac{(2.27)}{\left(\frac{1.28}{5.29}\right)}
 \end{aligned}$$

Based on the data collection, the result of cycle II is higher than cycle I. Which means, there was an improvement of student's Reading Comprehension. The finding can affect of students' reading comprehension. In order to know the significance, degree of freedom (df) = n - 1 = 29 - 1 = 28. With df = 28, the value of ttable with level of signification 5% is 1.70. ttest= 9.45, therefore ttest is greater than ttable with the level of signification 5% If ttest same or greater than ttable so null hypothesis (Ho) is rejected. Ho is there is no significance difference between cycle I and cycle II mean. ttable with n = 28 is 1.70. The result is 9.45 > 1.70, so, ttest calculation is greater than ttable. So, Ho is rejected, therefore, there is a significant difference between the cycle I and cycle II mean.

In cycle one, there were 54% of students who did not understand reading comprehension, with scores below the average. after the second cycle using small group discussion, all student scores increased above the average to 94%, this increased to 41% above the average. With the formation of small group discussions, students' reading comprehension has increased. From the explanation above, the researcher can see that the cycle II value is greater than the cycle I. It can be concluded that using small group discussion language can improve students' reading comprehension skills in class XI TITL-A at SMKN 1 Padang.

CONCLUSION

From the research that has been done, it can be concluded that using small discussion can help students in improving their reading comprehension. it can be seen from cycle I, when the researcher gave students a reading test that was done individually, only a few students whose scores were above the average, with a

mean of 5.31, then when conducting the second meeting for cycle II, the researcher formed students into several groups and asked for each group to do the reading test, the student's score increased with a mean of 9.41. it can be concluded that the effect of small group discussion is very significant for reading comprehension.

REFERENCES

- Anggraini. 2018. The Effect of Small Group Discussion Method on The Ability of The Second Year Students of SMK Muhammadiyah 2 Pekanbaru in Comprehending Report Text. Riau. Riau University.
- Durriyah, Rurry. 2018. The effectiveness of using small group discussion on students' reading comprehension faculty of educational sciences. Jakarta. UIN Syarif Hidayatullah Jakarta.
- Indah, Nur. 2018. Using small group discussion technique in teaching reading comprehension at SMAN 1 Darul Makmur. Doctoral dissertation, UIN Ar-Raniry Banda Aceh.
- L.R. Gay and Peter Arraign, Educational Research, USA: Merrill (tenth edition)
- Maghfuroh. 2015. Developing Descriptive Writing skill by Using Small Group Discussion for Tenth Graders. Surabaya. English Education, Languages and Arts Faculty, State University of Surabaya.