

THE USE OF SMALL GROUP DISCUSSION TECHNIQUE TO IMPROVE STUDENTS' READING COMPREHENSION (A STUDY IS CONDUCTED AT SMP ANUGRAH TONDANO)

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ABSTRACT : The purpose of this study was to find out whether the use of Small Group Discussion Technique is able to improve students' Reading Comprehension. The students at SMP Anugerah Tondano in academic year 2021/2022 were chosen as the subject of this study, specified to the eighth grade that consisted 14 students. This research used pre-experimental design with one group pre-test and post-test. This study consisted in five meetings. First the researcher gave a pretest second, treatment and the last posttest. The technique in collecting data used test as instrument in form of multiple choice test consisted with 10 numbers. The result of this study found that the use of Small Group Discussion was effective in improving students' Reading Comprehension where post-test was higher than pre-test. The mean score pre-test was 4,14 and the mean score of post-test was 6.64. It can be stated that the use of Small Group Discussion is considered effective to improve students' Reading Comprehension.

Keywords : *Reading, Comprehension, Small Group Discussion, Improving*

INTRODUCTION

English is one of many languages in the world (Tumbal et al, 2021). It is considered important for grouping and developing science, technology, arts and other culture and for the relation with other nation. Most of people in the world use it

(Lengkoan et al, 2022). English in Indonesia is regarded as a foreign language and it is a compulsory subject which should be taught in school. In order to acquire English well, this are basic skills that should be developed such as: reading, speaking, listening, and writing. These are the basic skills that should be taught (Liando et al, 2021).

Reading plays important role in human life. (Stevens, 1977:64) stated reading is regarded as a skill of great importance for the learner because it provide him a with access to a great quantity of further experience of language and it gives him a window and normal means of continuing his personal education. (Karisi et al, 2021) stated reading is bringing meaning to getting meaning from printed or written material. Through reading, we many improve the knowledge and may also gain general knowledge as well.

Reading comprehension means the understanding, evaluating, utilizing of information and idea gained through interaction between reader and author (Smith and Robinson, 1980: 205). Through reading comprehension the reader may get idea and meaning of the writer to apply it into his own purpose. Comprehend is reading means understand what is being read (Lendo et al, 2021). The aim of reading is not only read but also to enable readers constructed the meaning in reading comprehension.

In fact, many students had difficulty to understand and comprehend the English text, including descriptive ones. The difficulty could be seen in the teaching learning process in the classroom (Tatipang et al, 2021). The difficulties are caused by many factors, such as the lack of vocabulary, the lack of grammar knowledge, low interested in reading, and unfamiliar contents of the text. The students should master those aspects so they can comprehend the text and answer the question (Lengkoan and Hampp, 2022). By knowing the students' difficulties, it help the teacher to find the appropriate technique to help students improve the ability in reading.

One of the technique that is propose in this research is small group discussion. (Kenz and Greg, 2000) stated Small group discussion is one of the cooperative learning techniques in which students work in groups of three or four. A small group is a small member of human, work together through interaction whose interdependent relationship allows them to achieve a mutual goal. (Brown, 1988) stated small group

provides opportunities for students' initiation, for face to face, give and take, for practice in negotiation of meaning for extended conversation exchanges. It is a process of freely sharing information and insights among peers in a welcoming environment under the guidance of a presenter. So, the students are more confidence to give opinion in each of small group discussion (Paranduk et al, 2021).

RESEARCH METHOD

Research Design

To conduct this research, the quantitative research through pre experimental design with one group pre-test and post-test design. The Pre-test gave to the students before treatment. Post-test gave to the students after treatment. Hatch and Farhady (1982:20) stated: Pre-test gave before instruction (treatment) begins, while post-test afterward.

Pre-test	Treatment	Post-test
T1	X	T2

Subject of the Study

The subject of this study is the second grade students (VIII^B) of SMP Anugrah which consist of 14 students in academic year 2021/2022

Instrument

The instrument of this research was a test. There were two tests. Pretest and posttest. The first test (pretest) gave before the treatment and the second test (posttest) gave after the treatment. The researcher used objective test in form of multiple choice consist of 10 numbers.

Data Collection

The data collected by using test: those are pre-test and post-test. Pre-test was given to see the students' ability in comprehending the reading text before teaching them using small group discussion technique and the post-test was given to know the students' achievement in comprehending the reading text after teaching them using small group discussion technique. The items test consisted of ten items in the form of multiple choices. The writer gave one point in each correct point. So, the total score for all correct answers is ten.

Research Procedures

The procedure that used in collecting the data are:

- a. Choosing one class (VIII B) as the subject of the research
- b. Making the schedule and lesson plan in teaching and learning process based on curriculum.
- c. Giving pre-test to students before treatment
- d. Giving treatment by teaching the class using small group discussion technique
- e. Prepare the materials about descriptive text
- f. Giving an explanation about materials
- g. Giving post-test to students about descriptive text.
- h. Takes conclusions from the students.

Data Analysis

In analysing the obtained data, the writer used mean score formula:

$$\bar{X} = \frac{\sum x}{N}$$

Where :

\bar{X} = Mean score of students

Σx = Sums of X

N = Total number of students

FINDING

Presentation Of The Data

In the present study, data representing students' Reading comprehension ability were collected using an objective test in the form of multiple choice format. The data referred to:

Table 1. Data Representing students Reading Comprehension Ability

No	Pre Test Data (X)	Post Test Data (Y)
1	4	7
2	3	6
3	7	9
4	4	6
5	5	7
6	5	8
7	3	6
8	3	6
9	4	7
10	3	6
11	4	6
12	5	6
13	5	7
14	3	6
Total	58	93

The students of the class follow the pretest and posttest there are 14 students who took in the pretest and posttest and every student got higher score on the posttest. The result of the student pretest and posttest show on table 1

Table.2 frequently distribution matrix of pre-test (T1)

Scores	Tally	Frequently	Freq-%	Cumulative proportion	Cummulative presentation
7	I	1	7,14%	1	7,14%
5	IV	4	28,57%	5	35,71%
4	IV	4	28,57%	9	64,28%
3	V	5	35,71%	14	100%

There were 14 student took part in pre-test. From the 14 students the higher score seven (7) achieved by one (1) student. The lowest was three (3) achieve by five (5) students. The result of frequency distribution matrix of pre-test showed on table 2.

Table.3 frequently distribution matrix of post-test (T2)

Scores	Tally	Frequently	Freq-%	Cumulative Proportion	Cumulative presentation
9	I	1	7,14%	1	7,14%
8	I	1	7,14%	2	14,28%
7	IV	4	28,57%	6	42,85%
6	VIII	8	57,14%	14	100%

There were 14 students took part in post-test. From the 14 students the highest score was nine(9) achieve by one (1) student. The lowest was six (6) achieve by eight(8) students.

In analyzing the obtained data, the writer used mean score formula as follows:

$$\bar{X} = \frac{\sum x}{N}$$

Where :

\bar{X} = Mean score of students

$\sum x$ = Sums of X

N = Total number of students

The mean score of computation pretest:

$$N = 14$$

$$\begin{aligned}\bar{X} &= \frac{\sum x}{N} \\ &= \frac{58}{14} \\ &= \mathbf{4,14}\end{aligned}$$

The mean score of computation posttest:

$$N = 14$$

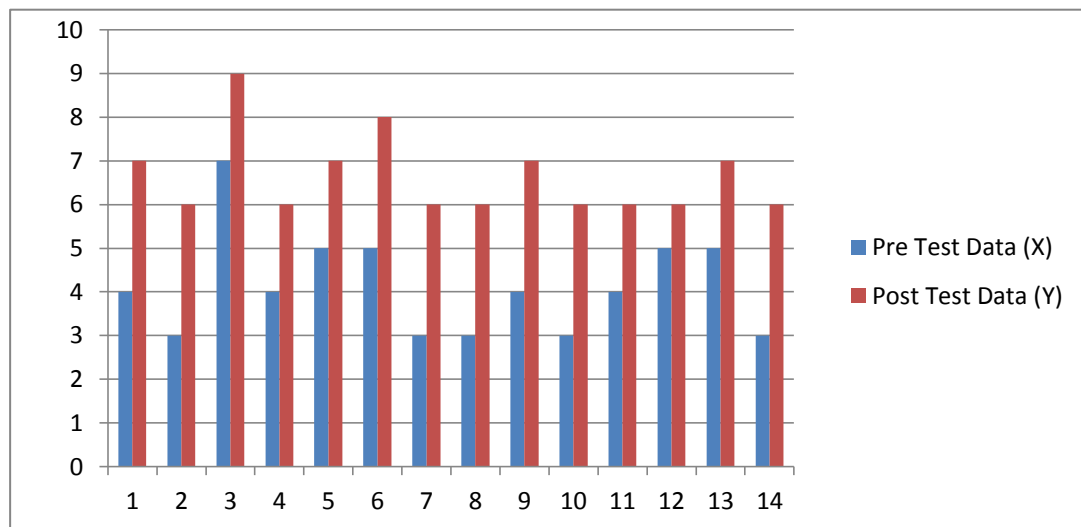
$$\begin{aligned}\bar{X} &= \frac{\sum x}{N} \\ &= \frac{93}{14} \\ &= \mathbf{6,64}\end{aligned}$$

The result of computation mean score of pretest and posttest showed on table 4

Table 4. The mean score of pretest and posttest

	Pretest	Posttest
Mean score	4,14	6,64

From the table 4 there was a different between mean score of pretest and posttest the mean score of posttest was higher than pretest. It means the technique of small group discussion is effective for improving students reading comprehension.



DISCUSSION

After implementing the use of small group discussion in improving students reading comprehension, the writer got the data from the pre-test and post-test. The result showed that the score of pre-test was lower than the score of the post test. in other words, small group discussion was effective in improving students reading comprehension (Liando, 2012).

The result of the data analysis showed that 14 students who take a part in the test. In the pre test, the highest score is seven (7) by one (1) students and the lowest score is three (3) by five (5) students. In the post test the highest score is nine (9) by one (1) students and the lowest is six (6) by eight (8) students. The mean score of the pre-test was 4,14, and the mean score of the post test was 6,64. In this study the data of the pre-test are compared with the data of the post-test it should be said that the data of the post test is better than the data of the pre-test.

The result of the pre-test showed that the student reading comprehension is low before the treatment using small group discussion, and the result of the post test showed that the students' reading comprehension ability could increase using small group discussion as the treatment. From the result above, it could briefly be said that by using Small Group Discussion can improves the students' reading comprehension.

CONCLUSION

Based on the data in this research it can be concluded that, using small group discussion as a technique of teaching reading comprehension can improve the students' reading comprehension ability. It is proven with the data of the mean score of the pre-test and the data of the mean score of the post test. In the pre-test the mean score is 3,96. And the mean score of post-test is 6,52. Therefore it could be concluded that by using Small Group Discussion is effective in improving students' reading comprehension. Based on the result of the research, some suggestion can be mentioned: Looking at the result, it is suggested for the teacher to use small group discussion as a Technique in teaching reading comprehension, because it is proven to be effective in teaching students reading comprehension, and it also helps the students to enjoy the lesson more with small group discussion, It is suggested for teacher to use more creative ways in teaching English in order to attract students into learning English language, It is suggested that the teacher should pay more attention in students reading ability because it is one of the four basic skills in learning a language, and also it is important skill used in communicating in English language.

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