THE USE OF SMALL GROUP DISCUSSION USING MEDIA VIDEO TO DEVELOP STUDENTS READING SKILL

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Abstract: The purpose of this research was to ascertain whether or not an approach using small-group discussion aided by video-based media may be effective in enhancing students' reading abilities. In order to boost students' reading abilities, an activity in which they work in small groups to watch videos of the topic being covered is used. Researchers used quantitative research through pre-experimental design with one group pre-test and post-test design and the sample of this study was class VIII students of SMP Negeri 1 Eris totaling 20 students. In this study, researchers employed a multiple-choice questionnaire. The average score formula was used for the statistical analysis of the study's data. Students' average score improved from 36 on the pre-test to 78 on the post-test, according to the statistics. Student performance improved by a mean of 42 points between the pre- and post-tests. Students' post-test scores, on average, were found to be greater than their pre-test scores. The study's author, therefore, drew the inference that including video-based, small-group discussions into the process of teaching reading may be effective.

INTRODUCTION

Students are more engaged and get a deeper understanding of course material via student-centered, small-group conversation. Students learn to work together to reach a common goal via discussions with classmates and teachers (Liando, 2015; Liando, 2015). Weimer argues that classroom discourse fosters the development of students' interpersonal and collaborative abilities. When putting into practice as a

group, these two characteristics are crucial. Students improve their understanding of group dynamics by participating in and contributing to group conversations. Students may come to know collaboration and the role of a team leader via talks in small groups, which is another skill necessary for a successful family practice (Liando et al, 2022). They pick up the skills to hear others out, engage in meaningful dialogue, pose thoughtful questions, consider alternatives, and ultimately agree on a course of action.

Students now have more simple access to data and knowledge because to technological developments. The point of education, however, is not only factual accumulation (Liando et la, 2023). Students should be able to apply their knowledge to real-world scenarios and clinical settings. The benefit of having students work on problems in small groups is that it helps them develop their capacity for independent thought and creative problem solving (Maru, 2021); (Maru et al, 2018). Learning outcomes may improve when instructional material is used. Due to the rapid pace of modern progress, education must keep pace. The use of a variety of digital media facilitates education. When properly used, instructional technology streamlines processes and gets students involved. The use of educational media has the potential to improve the quality of instruction and, therefore, students' academic achievements (Andries et al, 2019). Therefore, the use of media in education has a significant impact on the learning media process, which incorporates a wide range of media kinds, including but not limited to auditory, visual, audiovisual, and photographic images (Maru et al., 2020); (Maru et al., 2021). Educational media have a crucial role in the classroom. Almost every field may benefit from the use of media into teaching and studying.

Other studies have shown that people learn better and retain information when it is presented in a visual format rather than a textual one (Cowen, 1984); (Lengkoan & Olii, 2020). It is important to learn English from a young age all the way through higher education since it can help us interact with individuals from all around the world. Reading, writing, listening, and talking are the four cornerstone abilities everyone needs to succeed in life. Select one of the four abilities that will serve as the focus of the research (Kumayas & Lengkoan, 2023). To obtain the message an author intends to

transmit via written or spoken language, readers engage in the activity of reading (Tarigan, 1990: 7). When it comes to acquiring a new language, reading is both an end in itself and a crucial tool in the curriculum. Students of English may have a better grasp of the language's syntax, vocabulary, and pronunciation by reading and then debating the texts in class. To be able to read and write well enough for college is seen as the ultimate aim of studying English in high school. The capacity to read, and particularly to read writings in other languages, expands one's horizons (English). Students may learn, have fun, and participate in other activities that people all around the globe enjoy thanks to the literacy skills they develop. Academic achievement is also facilitated by improved reading abilities (Iftanti, 2015). However, in actuality, Malaysia, Singapore, and Brunei Darussalam all have better English abilities than Indonesian students and citizens. This is consistent with the kids' demonstrated capacity for reading and comprehending written English. This is also why I'm investigating ways to help kids, particularly those at SMP Negeri 1 Eris, become better readers. The capacity to read and comprehend texts is crucial for pupils to learn the material presented in class. In order to aid students not only with learning English, but also with enhancing the quality of their entire knowledge via the use of video media, it is necessary to increase the quality of their reading abilities.

RESEARCH METHOD

RESEARCH DESIGN

Since this study relies heavily on numerical and statistical evidence, we classify it as a quantitative study. Gunderson and Aliaga (2000) "Explaining phenomena by gathering numerical data and analyzing them using mathematically based methodologies," this is the definition of quantitative research (in particular statistics). There are likely to be some things that come to mind when we consider quantitative methodologies. Quantitative approaches are best understood via our preoccupation with numbers and statistics.

The researcher will employ background research in this investigation. by using research models consisting of a pre-test and a post-test to ascertain whether the pupils are capable of comprehending the information. The pre-test is used to gauge students' knowledge of the topic before any instruction is delivered, while the post-test is administered to gauge students' retention of what they've learned.

One group pre-test and post-test design:

T1	X	T2
Pre-test	Treatment	Post-test

Information:

T1: Pre-test

X: Treatment

T2: Post-test

Sample Population

The subject of this research are students of class VIII in SMP Negeri 1 Eris, in the even semester 2022/2023.

Research Instrument

A valid and trustworthy research instrument is essential for obtaining meaningful data. Instrument refers to the equipment used by the researcher to gather data, as stated by Arikunto (2006:126). In this study, instruments played a crucial role. Choosing an appropriate instrument is a crucial part of this study. The researcher employs a pre- and post-test in line with the methodology. The purpose of this exam was to help seventh graders at SMP Negeri 1 Eris become better readers. The study's author used a battery of multiple-choice questions to gauge participants' grasp of the topic.

Data Collection Procedures

Incorporating media-based small-group discussions to boost students' reading comprehension, in my view, requires the following steps, as suggested by a variety of experts:

1. Separate the class into smaller groups to create video projects.
2. Once the video is ready, the following step is to make sure the classroom is conducive to learning. So that all of the pupils can see and hear the movie well, it is important to strategically place technical components such as a speaker and a laptop or computer.
3. Make sure the kids are comfortable, and try not to interrupt the movie showing by asking a question.
4. They may then have a class discussion on the video after seeing it. Any potential confusion may be uncovered with a little bit of follow-up. If there is still any ambiguity after the first performance, the instructor may do it again.
5. After seeing the video, the class will discuss what they saw and then the instructor will have them repeat the narrative to determine how well the class grasped the material.

FINDINGS AND DISCUSSION

Findings

Descriptive quantitative methods were used to compile the data for this investigation. The goal of the quantitative descriptive research approach is to provide an objective image of a situation via the use of numerical data, from data collection through data interpretation to the presentation of findings.

According to Arikunto (2007), the following is the method for calculating mean scores:

$$\overline{X} = \frac{\Sigma X}{n}$$

Note:

$\overline{X}$ = Mean (average score)

$\sum x$ = Total student scores

n   = Total number of students.

Research tools, such as pre- and post-tests, provide researchers with comprehensive data on which to base their findings. Researchers have used quantitative methodologies to methodically examine the data in order to reach their goals for the study. In order to determine the study's goals, we examined the collected data. Twenty participants from a single lesson were used in the study. Students in eighth grade at SMP Negeri 1 Eris participated in this research. Using pre- and post-test data to compare T1 and T2 scores, this research aimed to determine the efficacy of a treatment method including the use of small-group conversation facilitated by video media to improve student reading abilities in eighth graders. T1 was administered before the therapy was used, and T2 was administered thereafter.

In order to gauge the eighth graders' background knowledge on the topic at hand (verbs), the researcher administered a pretest on the first day of the study by handing out a question sheet. Students will complete a pre-test worksheet with multiple-choice questions provided by the researcher. Students have 30 minutes to complete the pre-test question sheet provided by the researcher. When she was done, the researcher gathered the students' pre-test responses and analyzed them. Examining students' pretest responses, the researcher discovered that few had gained even a basic understanding of the verbal concepts being covered in class.

After administering the pre-test, the researcher introduced the reading material and learning strategies that would be applied or used, including the use of small group discussion utilizing video media to develop student reading skills; the researcher also asked a number of questions designed to elicit students' experiences with reading English words as a means of understanding the difficulties they encounter. Several factors were identified by the researchers as causes for this phenomenon. These factors include students' inexperience with listening to spoken English and the complexity and difficulty of certain English vocabulary.

As a result, the study aimed to improve students' reading abilities by having them engage in small-group discussions while watching relevant videos. Researchers used this strategy by having students watch videos on a laptop to better grasp the concepts behind narrative text. At each meeting throughout the study at SMP Negeri 1 Eris, this same procedure was carried out.

The researcher distributed a post-test sheet on the final day of the study to gauge the students' level of reading improvement as a result of the study's intervention. There is a 20-question post-test that is administered in the same format as the pre-test: multiple-choice. The pre-test will be used to evaluate the impact of the intervention on the kids' reading abilities.

The results of the post-test showed a substantial increase in performance, suggesting that the therapy had a positive impact on the pupils of Class VIII at SMP Negeri 1 Eris and their ability to read. The post-test scores of pupils who had scored 20 before the intervention climbed to 70, as discovered by the researcher. The researcher created a table with the scores from the pre-test and post-test for additional in-depth analysis. Below, you'll find a breakdown of the pre- and post-test (T1 and T2) data, respectively.

Students' pre-and post-test performance are shown in Table 1. (T2)

Number of Students	T1	T2	Gain
1	30	70	40
2	50	80	30
3	40	70	30
4	20	70	50
5	10	80	70
6	40	90	50
7	20	80	60
8	20	70	50

9	50	90	40
10	40	80	40
11	40	70	30
12	40	70	30
13	50	80	30
14	60	80	20
15	60	90	30
16	70	90	20
17	20	70	50
18	20	80	60
19	10	80	70
20	30	80	50
SUM	720	1570	850
MEAN	36	78	42
MAXIMUM SCORE	70	90	
MINIMUM SCORE	10	70	

Table 1 shows that the experimental class as a whole had an average rise in scores of 42 points, from a pretest average of 36 to a posttest average of 78. The lowest possible score was 10, and the best possible score was 70, on the preliminary exam. The post-test ranged from a high of 90 to a low of 70. These results were achieved by using the approach of employing small group discussion with video media as a therapy in learning activities with the aim of improving students' reading abilities. engaging in narratives, particularly myths and legends. The outcomes of pupils' pre- and post-tests varied significantly.

Based on the students' scores in the table above, a histogram can be made as shown in Figure 1 below.

Figure 1. Polygon scores from students achievement in the pre-test (T1) and post- test (T2).
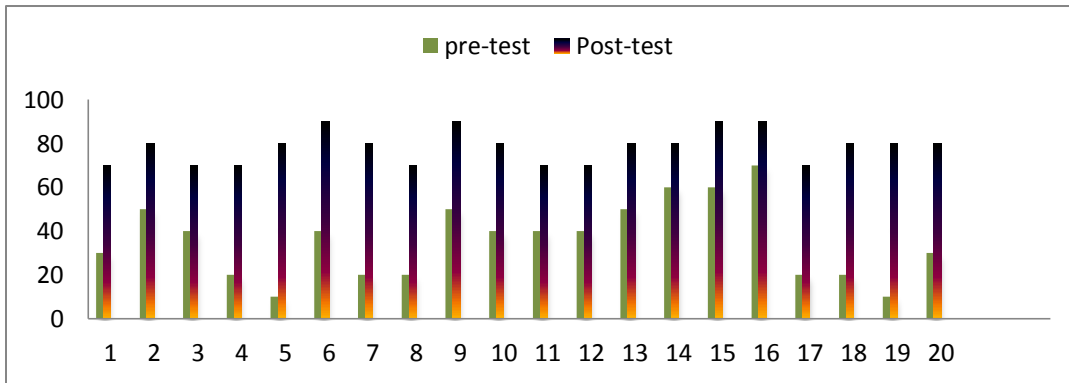
Based on the Polygon score in the student pre-test and post-test score table, which has been explained by the researcher, the average data from the pre-test and post-test obtained can be determined.

The mean score of Pre-test (T1)

n   = 20

$\Sigma\times$ = 720

$\overline{X}$ = $\frac{\Sigma\times}{N}$

      = $\frac{720}{20}$

    = 36

The mean score of Pre-test is 36.

The mean score of post-test (T2):

n   = 20

$\Sigma\times$ = 1.570

M   = $\frac{\Sigma\times}{N}$

$$= \frac{1.570}{20}$$

$$= 78$$

The mean score of Post-test is 78.

From the pre-test and post-test calculations above, the researchers then made a table to represent the average pre-test and post-test scores as follows:

	Pre-Test (T1)	Post-Test (T2)
Mean Score (M)	36	78

Table 3. Frequency distribution matrix of Pre-test (T $_1$)

Pre-test Score	Tally	Frequency	Freq%	Cumulative proportion	Cumulative presentation
70	I	1	5%	22	100%
60	II	2	10%	21	95%
50	III	3	15%	19	85%
40	V	5	25%	16	70%
30	II	2	10%	11	45%
20	V	5	25%	9	35%
10	II	2	10%	4	10%

From the table above, it can be seen that the most scores obtained by students are 20 and 40 with a frequency of up to 25%. The smallest score is 70 with a frequency distribution matrix of 5%.

Based on the table 3, Frequency distribution of Pre-test is presented in polygon figure 2 below:
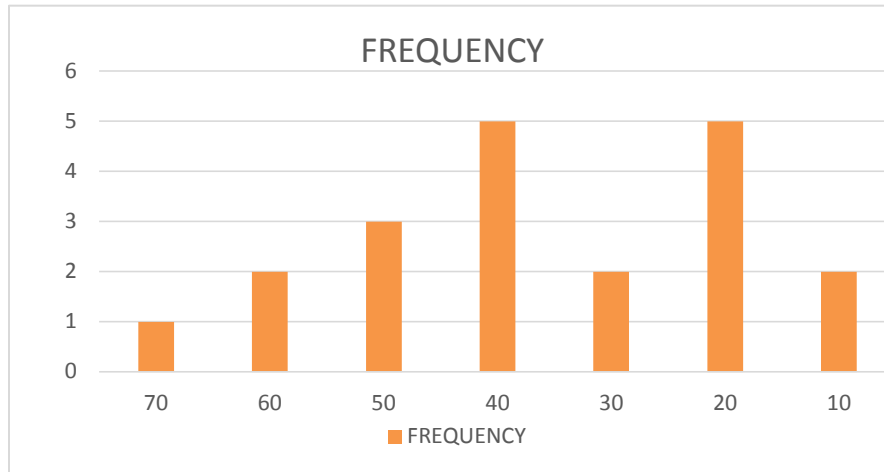

FREQUENCY

Figure 2 shows that there were 2 students who got the lowest score of 10, and only 1 student who got the highest score of 70. After determining the pretest frequency distribution, then proceed with determining the posttest frequency distribution of scores based on the results of the T2 acquisition in table 1. Table 4 shows the posttest frequency distribution matrix (T2).

Table 4. Frequency distribution matrix of Post-test (T_2)

Post-test Score	Tally	Frequency	Freq%	Cumulative proportion	Cumulative presentation
90	*IV*	4	20%	20	100%
80	*IX*	9	45%	16	80%
70	*VII*	7	35%	7	35%

From the table above, it can be seen that the highest score is 80 with a frequency of up to 45%. The smallest score is 90 with a frequency distribution matrix of 20%.

Figure 3. Frequency polygon of post-test (T2)
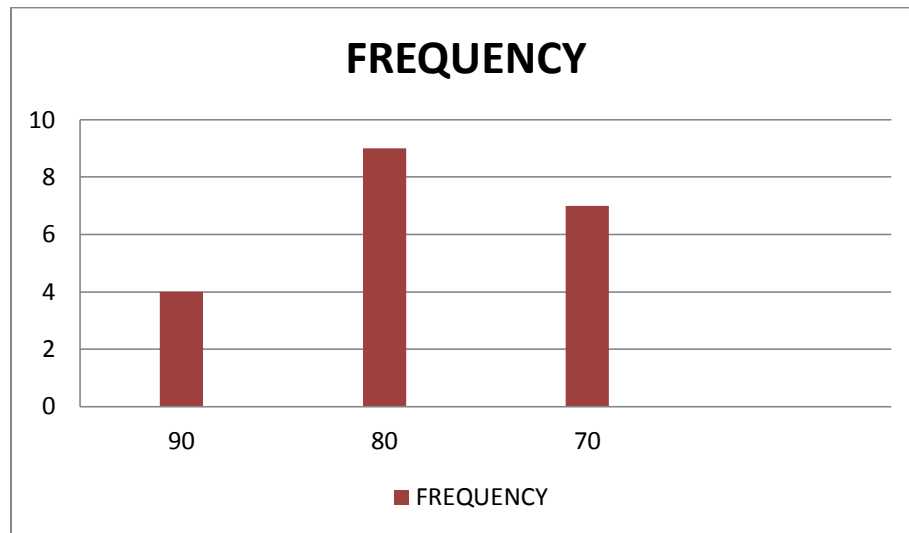
Discussion

Based on the data analysis shown above, the researcher concluded that the students' mean pre-test score was 36 out of a possible 720 points. However, after receiving the therapy of having students engage in small group conversation while watching videos in an effort to improve their reading skills, the post-test scores increased from an average of 78 to 1,570. The results indicated that the students' post-test performance was higher than their pre-test performance, suggesting that the therapy was effective. The median rating for the second half is 42 (average of 78 and 36). This indicates that there is a change between pre- and post-treatment ratings. The two treatments in this research followed the pre- and post-tests. At each of these gatherings, the researcher used a small-group discussion technique based on video media to teach students about narrative text, focusing particularly on legendary tales.

When comparing results before and after therapy, students showed improvement. From a lowly 36 to a much better 78 (good).

This demonstrates that the Strategy's approach may enhance students' comprehension of narrative literature, particularly myths and legends. Class VIII students at SMP Negeri 1 Eris found that the technique of employing small group dicussion with video media to build reading abilities via legend tales or narrative texts had a substantial influence on their reading comprehension. In other words, this method is quite useful for instructing pupils in the art of textual reading comprehension.

Conclusion

The researcher concludes that implementing The utilization of small group discussion approach utilizing video media may enhance students' reading ability in class VIII at SMP Negeri 1 Eris based on analysis of the collected data. After averaging the pupils' pre- and post-test scores, it was clear that their reading comprehension had improved. The average score on the pre-test was 36, while the post-test score was 78, for a difference of 42. Class VIII students at SMP Negeri 1 Eris have benefited greatly from the implementation of the technique of employing small group discussion with video media to enhance their understanding of narrative texts.

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