

THE EFFECT OF SMALL GROUP DISCUSSION METHOD ON STUDENT'S READING COMPREHENSION FOR THE STUDENT ELEVENTH GRADE SENIOR HIGH SCHOOL

Rudi, Sofian, Iwan Supardi

English Education Study Program

FKIP Untan Pontianak

Email: rudirushlee@student.untan.ac.id

Abstract

This research aims at seeing the effect of the Small Group Discussion Method on Student's Reading Comprehension in the level of XI Senior High School. The form of this research is library research. This research was done by analyzing three research journals on the Small Group Discussion Method. The researcher uses three reserch relevant journals from Darise with pre-Experimental research design, Noorhaya Sari using pre- Experimental research design, and Nur Indah with Pre-Experimental design. All the data sources taken from online resource. After the researcher analzing the data, the researcher found that, from Nilma Darise, the data showed H_0 was rejected and H_1 was accepted because the t -ratio value was higher than the t -critical value ($3.76 > 2.00$). Nur Indah t ratio value is also higher than the t - critical value ($9.30 > 1.72$). Noorhaya Sari). Then, t - ratio value is higher than t -critical value ($10.270 > 2.032$). Apart from different techniques and samples of the analysis, all the resources show that the Small Group Discussion is able in improving student's reading comprehension. In the other words that Small GroupDiscussion Method on Student's Reading Comprehension affect significantly to the Student's Eleventh Grade Senior Highschool.

Keywords: Reading Comprehension, Small Group Discussion Method

INTRODUCTION

English is one of the dialects that must be educated by the entirety of the understudies from grade school to college level. There are four aptitudes of the language they are:: listening, reading, speaking, and writing. From the four abilities over the understudies must have the option to dominance one of them. Reading comprehension is a way to get information from the text. It

is significant in light of the fact that each action in the homeroom consistently has a relationship with reading. The cycle of perception is required intellectually and genuinely.

As indicated by Burhan (2011), reading comprehension includes physical and mental action to uncover the importance of the composed content, while in that action there is a cycle of knowing letters. The physic action is the pieces of the

body, our eyes especially. The psychological action is observation and memory as parts of suspected are engaged with it.

The fundamental objective of perusing understanding is getting data from the composed content. There are different sorts of composed content structures throughout everyday life, for example, notices, magazines, papers, bits of information; they are imprinted in composed structure. To get data, the peruser needs to have perusing appreciation apacity.

Reading comprehension is considered as aptitude in perusing, without it peruser can't get the data either certain or unequivocal messages. Reading comprehension is also a language skill that most of the students are afraid of. They are afraid if they do not understand the content of the text, they cannot get information about what is written. Reading comprehension skill is needed to answer the questions in English exam subject.

Hafner(1974) There are two variables affecting reading comprehension capacity. Knowledge is the principal factor and the principle factor of the reader's capacity in understanding perception. The subsequent factor is the foundation information on the reader (p.117). If the reader has well sufficient background knowledge about the theme of the text he or she is going to read, it will help him or her a lot in comprehending the text.

Besides that, Cathrine (2002) clarifies that there are a few components of understanding appreciation, those are intellectual capacities (consideration, memory, basic capacity, deduction, representation); inspiration (a reason for

perusing and premium in the substance); information (jargon and subject information, etymological, and talk information, cognizance procedures); and encounters(p.11). These are varying among readers and varying within understanding different text types and in the different reading activities.

Mc.Keown, Beck, & Blake, in Mc. Laughlin (2012: 433) states that class discussion plays an important role in reading comprehension. Students refine their understanding by negotiating meaning with others, i.e. through class discussion. It is engaging students in such a discussion to promote active engagement in constructing meaning from a text. Reading comprehension is the key to success for the students. They can be said successful when they get high scores in the final learning. Students' competency in reading comprehension will assist them with expanding their scores, through the little gathering conversation strategy.

In addition, understudies have the occasion to share their thoughts and questions. Students of senior high school

have to be able to read text types in English subjects. In general, students of senior high school do their tasks by reading as fast as they can until they find words that they do not know the meaning of. They will skip the words and move to the other sentences or jump to the other text when they do not understand the content of the text. This is the worst reading activity. A student needs to get information to comprehend the text that they read. The student who does not read comprehensively will influence their achievement of getting

information and will get low scores as an outcome in learning.

Student's reading comprehension ability can be measured by the student's knowledge of the text written that they have read. The measurement is a test from the teacher. Students are given some questions about the text then they answer it correctly. So the result of students' scores is a tool to verify how far students' achievement in the reading comprehension process.

The reading comprehension process cannot be straightforwardly noticed, all scores or information created by reading test measures students' reading process indirectly.

Students' achievement in reading comprehension is also influenced by the teaching process in the class. Based on the observation (*teaching Practice*), that was conducted by the researcher in the eleventh- grade students of senior high school. The researcher found that the condition was the same as the previous problem mentioned in the English teaching-learning process. The problem mentioned that the teaching- learning goal was not achieved because students' scores were low. It was influenced by many factors in the teaching-learning processes. It was caused by students to feel bored and uninterested. The Teaching process must be enjoyable. Considering the importance of reading comprehension skills, it seems necessary to conduct research and try to find out an alternative solution in teaching reading comprehension.

As indicated by Djamarah (2006) "Small Group Discussion is a learning strategy that gives an impact for understudies to concentrate all the more effectively in educating and learning

measures since they can communicate with their friends. It is conducted by making a group to achieve the goals of learning and to improve students' outcomes in learning. It also gives a technique of problem-solving, active communication, restore teamwork, and increases students' participation in taking a decision (p.73-74).

Thomas.E. Harris and Jhon C. Sherblom (2008) Small Group Discussion is an assortment of at any rate three and normally less than 20 associated people, impact each other over the long run, share a shared objective or reason, accept specific jobs, have a sense common having a place, look after standards, and principles for bunch enrollment and take part in intelligent communication(p. 4-5).

The research focuses to know the effect of small group discussion methods in teaching reading comprehension. It can help the teacher to limit their explanations in teaching because the students are more active in a group. They can share their knowledge about the material and the teacher can observe students' activity while learning process. Based on the identification of the problems above, it is impossible to research all issues, because it is insufficient in time and cost. So, the researcher limits one problem that influences the students' reading comprehension ability.

The use of small group discussion is supposed to be an alternative solution for the English teacher in teaching reading comprehension. This research aims to measure the effect of the Small Group Discussion Method for the students by comparing the two journals using this method.

METHODOLOGY

Approach and Form of Research

This research is using a qualitative approach. The qualitative approach is research that emphasizes data collection in form of qualitative (*not numerical*) and using qualitative analysis in data presentation, data analysis, and retrieval conclusion. There are some forms of qualitative approach they are: Case Study, Biographies, Phenomenology, Ethnography, and Library Research.

In this research design, the researcher using *library research* because the researcher collecting the data by using journals as the resources that correlate with the research issues. The library study also a series of activities to collect data with library data collection methods, reading, writing, and processing research data.

Data Collection

The technique of Data Collection

The researcher was applied to *Library Research* as the technique of data collection. *Library Research* is used to describe the data found in the form of notes, transcripts, books, theses, dissertations, journals, and research reports. Through the document, the writer describes the obtained data and classifies certain parts, for the next the researcher interpreted it into a new conclusion.

Tools of Data Collection

The mental of the researcher is the key to collecting data. The data was collected through research journals. The researcher uses the journal from Faradina

Primarini Noorhaya Sari (2016) The Effect of Small Group Discussion in Reading Class on Students' Reading Comprehension in SMAN 1 Kalianda in 2015/2016 Academic Year. Secondary resources, from Nilma Darise(2018) with the title" The Effectiveness of Small Group Discussion Method in the Teaching of Reading Comprehension to the Second Grade Students of State Senior High School (SMA Negeri) 3 South Sinjai". The third resource from Nur Indah using the Small Group Discussion Technique in Teaching Reading Comprehension (A Study at SMAN 1 Darul Makmur).

Research instruments are tools that are used by the researcher in collecting data so that the results of data are complete, systematic, and more easily processed. (Arikunto,2002, p. 135). The instrument that used in this research by using researchers' mental and opinion, it is purposed to know the effect of Small Group Discussion Method on Students' Reading Comprehension will be done by comparing and analyzing the three research journals which discussed Small Group Discussion Method on Students' Reading Comprehension. These are the steps used by the researcher for the technique of data collections:

1. Research Journal
2. Taking notes to get the information needed to be analyzed(*if necessary*)
3. Selecting some particular parts which important and relevant for the analysis.
4. Classifying the data based on its classification.

Subject of the Research

In this research, the scientist applying subjective exploration by

using three research journals about the effect of the small group discussion method on the student's reading comprehension in the level of eleventh - grade senior high school. The analyst didn't go to the school to taking information straightforwardly, the scientist chooses the information cautiously thus, eventually, the specialist increase applicable information. The subject of the examination was the understudies of SMA Negeri 3 South Sinjai, SMAN 1 Darul Makmur, and SMAN 1 Kalianda in the 2015/2016 academic year.

Sources of Data

The data source is the sources where the data were taken. In this research, the researcher used the data from three research journals. The journal was taken from Nur Indah, Nilma Darise, and Noorhaya Sari with the topic 'The Effect of Small Group Discussion Method to the Student in the Level of Eleventh Grade Senior High School'.

Techniques and Instrument of Data Collection

The researcher was applied to *Library Research* as the technique of data collection. *Library Research* is used to describe the data found in the form of notes, transcripts, books, theses, dissertations, journals, and research reports. Through the document, the writer describes the obtained data and classifies certain parts, for the next the researcher interpreted it into a new conclusion.

Tools of Data Collection

The mental of the researcher is the key to collecting data. The data was collected through research journals. The

researcher uses the journal from Faradina Primarini Noorhaya Sari (2016) 'The Effect of Small Group Discussion in Reading Class on Students' Reading Comprehension in SMAN 1 Kalianda in 2015/2016 Academic Year'.

Secondary resources, from Nilma Darise (2018) with the title 'The Effectiveness of Small Group Discussion Method in the Teaching of Reading Comprehension to the Second Grade Students of State Senior High School (SMA Negeri) 3 South Sinjai'. The third resource from Nur Indah using the Small Group Discussion Technique in Teaching Reading Comprehension (A Study at SMAN 1 Darul Makmur).

Research instruments are tools that are used by the researcher in collecting data so that the results of data are complete, systematic, and more easily processed. (Arikunto, 2002, p. 135). The instrument that used in this research by using researchers' mental and opinion, it is purposed to know the effect of Small Group Discussion Method on Students' Reading Comprehension will be done by comparing and analyzing the three research journals which discussed Small Group Discussion Method on Students' Reading Comprehension. These are the steps used by the researcher for the technique of data collections:

1. Research Journal
2. Taking notes to get the information needed to be analyzed (*if necessary*)
3. Selecting some particular parts which important and relevant for the analysis.
4. Classifying the data based on its classification.

Data Analysis

Analyzing the research data requires techniques and tools. The selection of techniques and tools depends on what data the writer will gain and what information the data can provide to answer the research questions. According to Sugiyono. (2005), qualitative data analysis is inductive, which is an analysis based on data obtained subsequently developed. Inductive analysis is an activity to discover a category based on the data collected. Here the following the steps of data analysis that will be applying by the researcher:

1. The researcher analyzing the three research finding that using the small group discussion method in teaching reading comprehension.
2. Identifying the steps of the previous researchers.
3. Identifying the instrument used by the researcher then compares it with other journals with the same topic.
4. Here is the qualification table to help the researcher analyze the data based on categories:

After the data classification process, then the data is presented.

RESULT AND DISCUSSION

Result

The researcher used the previous research journals as the source of data, then the data analyzed by the researcher into a new research conclusion. There are two locations used by the researcher *Library* and *Online Library*.

The planning stage was started after the preliminary study done on August 06th, 2020. After collected the research journals, the researcher then started to analyze them one by one. The researcher started to analyze the method which was done by the preliminary researches.

In this stage, the researcher also learned the instrument of the research used by them. To help the researcher to analyze the data, here is the qualification table analysis:

It can be seen from the data.

- 1) Nilma Darise, the research method by using using Quasi-Experimental, the instrument of the research using reading test. The examination finding indicated that the last consequence of the exploration demonstrated that Small Group Discussion influence altogether for the understudies' Reading comprehension with Ho was excused and H1 was acknowledged, the t-proportion esteem was higher than the t-basic worth ($3.76 > 2.00$). Along these lines, the hypothesis of investigation was acknowledged.
- 2) Nur Indah, research method by using Pre-Experimental and the instrument of the reserarch was reading test, for the last outcome, indicated that the estimation of the t score isn't proper with the models of acknowledgment of Ho, on the grounds that the reality shows the estimation of the t proportion esteem was higher than the t basic worth ($9.30 > 1.72$).

- 3) Faradina Primarini Noorhaya Sari, the method which used by using Pre- Experimental and for the instrument of the research were reading test and interview. The primary after effect of the exploration indicated that the t -proportion esteem was higher than the t -basic worth ($10.270 > 2.032$) and the estimation of a critical level was 0.00.

The result of the data clearly showed that the Small Group Discussion Method affects significantly the students' reading comprehension.

Discussion

Having collected and analyzed some research journals the researcher found that there was an achievement by using small group discussions in students' reading comprehension. It indicated that Small Group Discussion affect significantly for the students in reading comprehension. Using small group discussions in teaching reading is suitable for the students especially in reading comprehension because the students can exchange the opinion with their friends.

Even if using any model and in applying this method, the use of small group discussion is still good. It can be seen from the data.

- 1) Nilma Darise, the research finding showed that the last result of the research showed that small group discussion affect significantly the students' reading comprehension with H_0 was dismissed and H_1 was accepted, the t -ratio value was higher than the t -critical value ($3.76 > 2.00$). In this way, the

theory of exploration was accepted.

- 2) Nur Indah, for the last result, showed that the value of the t score is not appropriate with the criteria of acceptance of H_0 , because the fact shows the value of the t ratio value was higher than the t critical value ($9.30 > 1.72$).
- 3) Faradina Primarini Noorhaya Sari, The first result of the research showed that the t -ratio value was higher than the t -critical value ($10.270 > 2.032$) and the value of a significant level was 0.00.

In different words that there was an impact of Small Group Discussion in perusing class on understudies' understanding perception. The expects of this exploration that utilizing Small Group Discussion conversation techniques could help understudies grasping and discover explicit data in the content too.

The assumes of this research that using small group discussion methods could help students comprehending and find specific information in the text as well. Although in the other literatures said that Small Group Discussion Method has disadvantages in teaching reading, so the researcher hope that there will be the next research with this topic.

CONCLUSION AND SUGGESTION

Conclusion

In view of the exploration question of the examination, it very well may be reasoned that the use of the Small Group Discussion Method on Teaching Reading Comprehension in the degree of XI senior secondary school is appropriate for the

understudies. It very clear may be seen from the information gathered from the past explores that the use of of Small Group Discussions affected significantly the students' reading comprehension although the researchers used slightly different varieties of procedures. In the other words Small Group Discussion appropriate in teacing reading comprehension for the level eleventh grade senior high school

Suggestions

Suggestions for further research

This research was focus to see the impact of the small group discussion method on the level XI senior high school, it suggested further research to focus on the other degree of senior secondary school.

There are as yet numerous inadequacies in this examination, thus the specialist trusts that there will be further creative investigates.

The data gain in this research is still limited, further research is suggested to use a lot more different resources to get higher qualified research.

And for the English Teacher, the researcher hopes that the English teacher suggested being creative in developing teaching material and present the learning process enjoyable.

The teacher suggested knowing the student's difficulties in reading to help them so that they can solve their problem and get out of their difficulties.

REFERENCES

- Arikunto,Suharsimi. (2002). *Research Methodology*. PT. Rineka Cipta. Jakarta: Publisher.
- Cohen, L., Manion, L., & Morrison, K.(2007). *Research methods in*

Education. New York: Routledge.

- Djamarah, S.,Bahri, A., & Zain.(2006). *Strategi Belajar Mengajar*. Jakarta: Rineka Cipta.

- Darise, N.(2018). *The Effectiveness of Small Group Discussion Method in The Teaching of Reading Comprehension to The Second Grade Students of State Senior High School (SMA Negeri) 3 South Sinjai*: English Education Department Tarbiyah and Teaching Science Faculty UIN Alauddin Makassar.

- Harris.Thomas., and Sherblom J.C.(2008). *Small group and team communication*: Pearson Education.Inc.

- Hafner.(1974). *Improving Reading and Writing: an introductory coursebook*. London: Routledge.

- Indah.N.(2018). *Using Small Group Discussion Technique in Teaching Reading Comprehension*: Faculty of Education and Teacher Training Ar- Raniry State Islamic University Darussalam - Banda Aceh.

- Noorhaya. S.(2016). *The Effect of Small Group Discussion in Reading Class on Students' Reading Comprehension*. Education and Teacher Training Faculty University of Lampung Bandar Lampung.

- Sugiyono.(2005). *Metode Penelitian Bisnis*. Bandung: Alfabeta

- Sugiyono, (2018). *Metode Penelitian Evaluas*.Bandung : Alfabeta