

THE EFFECTIVENESS OF SMALL GROUP DISCUSSION METHOD IN TEACHING READING AT THE EIGHTH GRADE STUDENTS OF SMPN 7 TANJUNGPINANG

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ABSTRACT

The purpose of the study was to find out using the small group discussion method to teach reading effective at the eighth grade students of SMP N 7 Tanjungpinang. The reason of choosing of the topic was caused of the students have difficulties getting the main idea and supporting detail of the text, and it needs a long time to find them. Furthermore, the result was that they get low score achievement in reading English. Therefore, the researcher used small group discussion method to improve the students reading comprehension. The students' reading achievement before being taught by small group discussion method is generally fair. from the pre-test score of mean (58.75). the students' reading achievement after discussion is better than before and from the post test score of mean (91.25) using independent sample t test using SPSS version 26, it shows that $t(0.05)$ the values of t table is (2.10092) and t value (7.780). it it known that the t value is higher than t table ($7.780 > 2.10092$). therefore the alternaive hypothesis (H_a) is accepted.

This research was a non-equivalent (pre-test and post-test) control-group design. The sample of this research was 40 students. To find out the data, the researcher used pre-test and post-test. The result of this research showed that the use of Small Group Discussion Method has significant and possitive effect in teaching reading comprehension at the eighth grade students of SMP N 7 Tanjungpinang. .

Keywords: *Reading, Small Group Discussion Method, Reading comprehnson*

I. Introduction

In English teaching, there are four skills that should be mastered such as listening, speaking, reading and writing. Reading, however, is an essential skill because it can provide readers with a lot of useful information, knowledge, experience and culture through text (Clarke and Silberstein in Brown, 2000). In learning reading, there are certain skills that students have to make a good pronunciation, fluency, and comprehend the text. According to Nancy (2004), reading is an active process that depends on both an author's ability to convey meaning using words and your ability to create meaning from them. Moreover, reading is a skill that students should learn. Based on the government's standard competency and the basic competencies, some types of text have to be taught in SMP are descriptive, narrative, and recount text.

The purpose of reading according to Grabe & Stoller (2019) is not only the students comprehend the reading text, but Reading to search for simple information is a common reading ability, although some researchers regard it as a relatively independent cognitive process. It is often used in reading tasks and may best be regarded as a type of reading ability.

Alternative ways that can be used in teaching reading that can help students to be active is by varying the teaching learning process with several methods. The teacher can use some methods of teaching reading so that the students can enjoy and be stimulated in learning. The method that is the main focus of this research is the small group discussion method.

Small group discussion is a group of students working corporately for achieving certain goals (H. D. Brown, 2000). The discussion method is a teaching method closely related to learning to solve problems (problem-solving). This method is also commonly referred to as group discussion and recitation together. The purpose of using the discussion method is to encourage and provide stimulation to students to think with deep reflections. So, by using small group discussion method it seems very well in the teaching learning process in the classroom. The students will be involved actively and they will be more interested because it gives tudents an opportunity to share what they read.

In reading comprehension, Several experts have several definitions of reading comprehension. According to the research of Lehr (2013), reading comprehension is a process of simultaneously extracting and constructing meaning through interaction and participation with written language. Readers will actively interact with the text to build sense. In other words, reading comprehension is an active process, able to read various materials and understand their purpose and summarize the content of reading.

Meanwhile, in the opinion of Veeravagu (Lin, 2010) reading comprehension is defined as a thinking process through which readers can select facts, information, or ideas from printed materials. Determine the meaning that the author intends to convey, determine how they relate to previous knowledge, and judge its suitability and value to meet the learner's own goals.

Also, Roe & Smith (2012) imagined reading comprehension as general and specific communication behaviors involving literal and high-level comprehension. Reading comprehension is defined as determining the direct thought expressed in a text or the meaning expressed in reading. Writing is a creative process of moving ideas into symbols (Semi, 2007). The aims of this study were to investigate the effectiveness of the use small group discussion method in improving students' reading skill and students' responses towards the implementation of it. Based on the result of quantitative finding, the study reveals that significance value is lower than 0.05, which indicates that small group discussion method effectively improved students' reading skill.

II. Research Method

The researcher used a cluster sampling technique in taking the sample interviews. In this study, the researcher took the sample by using cluster sampling because the researcher took only two classes as the samples in this research. Cluster sampling is a sampling which is not individual but a group of individuals who are naturally together (Ary et al, 2018). In this study, the researcher took only class VIII-A and VIII-D because based on the result of the test in that school, these two classes gained similar average achievements. In which the each class consists of 40 students. Class VIII-A was chosen as the experimental group which was taught using small group discussion method while class VIII-D was chosen as the control group which was taught using grammar translation method. The data was analyzed through SPSS 26. According to Creswell (2012), an experimental design is a traditional approach to conducting quantitative research. In other words, to accomplish quantitative research, it is needed to use an experimental design. In the case of this research, the researcher decided to use quasi-experimental research because the availability of participants were limited and the number of population in the school was appropriate with the number of sample expected by researcher. Quasi-experimental include assignment, but not random assignment of participants to groups (Creswell, 2012)

The eighth-grade students' of SMPN 7 Tanjungpinang was the sample of this research. The samples involved were as many as 20 students of 8.A as the experimental group and 20 students in 8.B class as the control group. A reading test was used as the instrument which was given in pre-test and post-test.

This research was did in the pandemic situation where the students studied by online learning. The researcher applied the treatment by using video-call in Zoom meeting. Before the treatment applied, the researcher divide the students of experimental groups into 4 groups consist of 5 students. After that, the researcher explanation about method using in treatment then set the time to call the students, the delay for each group was 10 minutes and the maximal duration was 25 minutes. The students need to answer the question from the reading test by google form as much as possible to collect the points. The groups who had highest points is the winner.

When analyzing the collected data, the researcher used SPSS version 26 to test the research hypothesis through two-sample t-test. From the previous calculation, if the p-value > 0.05 it represent that the null hypothesis is rejected and so, there is a significant of small group discussion method in teaching reading.

III. Findings and Discussion

Before testing the significant effectiveness of small group discussion method in teaching reading, the researcher needs to test the normality to see if the data come from a normal distribution or not. The result was shown in the following figure,

Figure 1. Normality Test

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test	.113	40	.200*	.982	40	.773
Post-test	.137	40	.057	.946	40	.056
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

Based on figure above, it shows that the significance P-values from the pre-test is $0.200 > 0.05$, and from the post-test is $0.057 > 0.05$. So, it can be concluded that the data of the students' reading comprehension showed that it distributed normally.

Figure 2. Homogeneity test

Test of Homogeneity of Variance				
	Levene Statistic	df1	df2	Sig.
Based on Mean	1.021	1	38	.319
Based on Median	1.008	1	38	.322
Based on Median and with adjusted df	1.008	1	37.466	.322
Based on trimmed mean	1.068	1	38	.308
Based on Mean	1.265	1	38	.268

Based on Median	.672	1	38	.418
Based on Median and with adjusted df	.672	1	30.003	.419
Based on trimmed mean	1.217	1	38	.277

Based on figure, the significance value from the pre-test is $0.319 > 0.05$, and the post-test is $0.268 > 0.05$. So, it can be concluded that the data of the students' reading comprehension was homogeneous

Figure 3 hypotesis test

Independent Samples Test						
		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Pre-test	Equal variances assumed	1.021	.319	-3.274	38	.002
	Equal variances not assumed			-3.274	36.397	.002
Post-test	Equal variances assumed	1.265	.268	7.780	38	.000
	Equal variances not assumed			7.780	34.651	.000

Based on the figure above, t count is higher than t table, so the alternative hypothesis (H_a) is accepted. It means that there is empirical evidence that the use of small group discussion is more effective than the use of grammar translation method to teach reading comprehension in the eighth grade students of SMP N 7 Tanjungpinang.

IV. Conclusion

The average in the experimental class before the treatment was 58.75, and the average score after treatment was 91.25. The results show that the use of small group discussion method has a significant effect on students in teaching reading. Based on the result in the previous section, the researcher can make the concluded that there is significant effect of small group discussion method in teaching reading. The result of calculation on this research is the t_{hitung} is higher than the t_{table} . It means that, H_a is accepted and the H_0 is rejected. As the explanation above, the researcher concluded that there is significant of small group discussion method in teaching reading at the eighth grade students of smpn 7 tanjungpinang

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