

THE USE OF SMALL GROUP DISCUSSION IN TEACHING READING COMPREHENSION AT JUNIOR HIGH SCHOOL

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ABSTRACT

The background of this research is that the use of the small group discussion method is more effective than the preaching method in teaching reading comprehension. understanding because they can read more comprehensively with their friends in small groups and then discuss the information they have read. The purpose of this study was to determine the effect of student learning outcomes by using small group discussions in learning reading comprehension. This study uses a quantitative method by giving tests, namely pre-test and post-test to twenty eighth grade students at SMP Muhammadiyah Camba. This research applied a pre-experimental design. The test given to students is in the form of multiple-choice in the form of narrative text reading. The results of this study indicate that the experiment conducted by the researcher on students affects learning outcomes by Using Small Group Discussions in teaching reading comprehension. The average value in the pre-tests is 49.25 while the post-tests have an average value of 82.75. It was provided in the value of the t-test (8.152) which was greater than the value of the t-table (2.093). It indicated that there were significant differences, this is also indicated H1 was accepted and H0 was rejected.

Keywords: English Language Teaching, Reading Comprehension, Small Group Discussion

INTRODUCTION

Reading is an activity to get information from reading in the form of books, newspapers and others in the form of writing. Reading is defined as an activity between the reader and the text. While the reader sees the text and can interpret the meaning of the written symbol, it is the correct reading. In other words, reading is an activity that does not only take words from the text but requires the reader to interpret what happens in the text. According to Adhini (2017), reading is a gainful action since students get the data from the content as well as can expand their English capacity by implication. Even though reading is one of the approaches to build information and to rehearse language, numerous students despite everything did not comprehend the English content. At that point, the students' concern in understanding reading text is influenced by the method of instructing reading. In addition, the main goal of the reader is to understand the content of the reading, so the reader not just reading, but the reader should know the content of the reading contained in the text (Anwar et al., 2020). Besides, understanding student reading means that in which they can

understand what they read and that students usually use their basic knowledge, vocabulary, and knowledge of grammar, the experience of texts, and strategies to help them understand the text.

Teaching the understanding of reading to effectively develop English text students. To develop an understanding of students' reading, students should have certain goals in their minds before they read the text. The proper method in teaching reading can attract students' interest to interact with various types of text. Summary, in teaching reading the teacher must use the right techniques. The technique of teaching reading must coincide to read efficiently and effectively. In addition, in the teaching of reading, the teacher must make students more active in the learning objectives. For students to be more active and if class conditions become a reality, teachers are advised to try to apply reading comprehension learning techniques using Small Group Discussions. This method can activate more students and create a controlled environment in the classroom according to the learning objectives.

The Small Group Discussion is two or more students talking face-to-face, with or without an assigned leader, so that every person is influenced by all other people in the group. The Small Group Discussion is a teaching process by holding Small Group Discussions so students have the skills to solve problems related to subject matter and problems encountered in daily life. The small-group discussion also means the process of two or more individuals interacting globally and facing each other about a particular goal or goal through exchanging information, defending opinions, or solving problems. According to Rusmiati (2015:32) expressed that small group discussions encourage students to think profoundly and express their plans to other people. Small group discussion can be a useful method to help students in the reading process and give them a clear understanding of what they read and it helps them comprehend a text. Within the group, students are free to discuss answers to questions or problems in the group

The small group discussion offers students the opportunity to give and receive suggestions in practising negotiating the meaning of a passage. In a small group discussion, students are required to combine their different ideas with other students in the same group to understand the text well. In this study, researchers tend to find out whether there is an effect on student learning outcomes by using small group discussions in teaching reading comprehension. Then, as shown earlier, the instrument used in this study is a folklore question (text narrative) that aims to determine student learning outcomes in reading comprehension by using multiple-choice questions.

Group work is a learning process in the classroom consisting of two or more students who interact with each other where each group member has the opportunity to express their ideas or ideas. With group discussions, students can exchange information to make decisions or solve a problem. Group work activities aim to solve a problem topic given by the teacher in the form of oral or written. Better and involve a small group of students who work together elsewhere to carry out certain goals in learning. group work activities of most students have a positive impact on the learning process because group work activities help students complete the tasks given by the teacher quickly, improve student communication and develop teamwork skills. If students use group work activities in class, students can understand how to express ideas, opinions and help each other to solve problems in learning

In addition, reading comprehension is the main objective of reading where students might understand the text they are reading. The success of the teaching of reading can be seen when students finally understood the text. Students must understand the reading that is read because reading comprehension is very important in gathering information, not just for understanding texts but for broader learning, success in education, and work. In reading comprehension, of course, the reader relies on at least adequate word reading. The reader does not understand of content in the text if can not identify the words of the text. So good reading comprehension will depend on readers who have good linguistic elements so that they can understand the reading. This requires an understanding of the individual words and phrases required. However, generally, understanding requires significant meanings of words and sentences.

Reading comprehension is basic in reading because by understanding reading students can get information from the reading. We often encounter students who do not like to read, therefore we as teachers must encourage students to be diligent in reading with techniques that are interesting for students. Small group discussion is a good technique for teaching because it allows you to play while exchanging ideas with a group of friends. Some people like to read because they understand the content of the reading. Everyone agrees that reading comprehension is not a simple question of recognizing individual words or even understanding. Reading can make students have broader knowledge related to the world. The conclusion from the description above is that reading comprehension is the main goal of the reader to find out the content of the reading by utilizing the vocabulary and grammar used by the reader to understand the meaning contained in the reading. So that it can increase knowledge about world events.

There is previous relevant research from Setyaningsih Endang (2012), who studied “The Use of Small Group Discussion to Improve Students’ Reading Comprehension”. The method of research used is descriptive qualitative and descriptive quantitative. The research findings show that the use of Small Group discussions could improve students’ reading comprehension. In addition, Small Group discussions could be used to improve the class situation. The research also found the strengths and the weaknesses when Small Group Discussion is used in teaching reading.

Siti Nurhamidah (2018), studied “The Analysis of Teachers’ Strategies in Teaching Reading Comprehension at SMAN 2 Padang Bolak”. This research is a qualitative method. From the results of the study, it was found that the teacher activated the students' schemata to be able to understand the text in reading and reading aloud activities. Meanwhile, the problems faced by teachers in teaching are noise in class, laziness to study, lack of media in learning, and lack of motivation from parents to learn. In this case, it is recommended for teachers to do several things such as motivating students to study harder, giving advice for those who often make mistakes noise or falling asleep while studying or moving seats from one place to another, and giving awards or prizes for students who understand the lesson quickly.

Ningsih Citra Kurnia (2019), studied “The Effect of Using Small Group Discussion in Reading Comprehension at Eighth Grade of SMP 2 Jawilan”. The researcher used the quantitative method. The result of students’ achievement from pre-test to post-test showed

that there was a significant difference between students' reading skills from the experimental class that received treatment and the control class that did not receive treatment. Students in the experimental class got a better score in reading than students from the control class.

Based on several previous studies that have been described above, there is a difference between this study and previous research. This research focuses on experimentation using pre-test and post-test to students. Reading text given to the student is a form of narrative text in the form of multiple choice.

The purpose of this study is to determine the effect of student learning outcomes by using Small Group Discussions in teaching reading comprehension to eighth-graders. So there is a significant difference between the pre-test and post-test.

METHODS

The method used in this research is an experimental research method with a quantitative approach. In experimental research, several forms of experimental design were used, namely: Pre experimental design, true experimental design, factorial design, and quasi-experimental design. In this study, researchers used design research namely Pre experimental design, because Pre experimental is a research design that was not categorized as a real experiment. There is still external variable that influenced the formation of variables dependent. So the experimental result was not solely the dependent variable influenced by independent variables. This can happen in the absence of variable control, and the sample was not chosen randomly.

There are several types of pre-experimental designs, namely: One-shot case study, One group pre-test post-test design, One group pre-test post-test design, and Intact group comparison. So this study, researchers used One group pre-test post-test design in class. For the One group pre-test post-test design, there is a pre-test before did treatment, the treatment results can be known more accurately because it can compare with the conditions before being treated. The experimental class was treated by using reading text to test students' reading comprehension.

In this study, researchers used the nonprobability sampling technique used the purposive sampling method to determine the sample research. The reason researchers use non-probability sampling techniques in the purposive sampling method is that this method is practical in taking research samples. Thus, the sample taken for this study is class VIII, totalling 20 students at SMP Muhammadiyah Camba, South Sulawesi.

The pre-test gave to determine the students' ability in understanding the reading text. Moreover, the post-test was given after the researcher did the treatment in the classroom. The results of the pre-test and post-test were compared to determine the ability of students before and after applying small group discussion techniques in teaching reading comprehension. It showed whether students understand the reading text or not. There were twenty questions of multiple choice.

To collect data, the researcher conducted a pre-test in the experimental class. The purpose of the pre-test is to determine the students' comprehension ability in understanding the reading text. Give the first appointment before treatment. The test consisted of 20

multiple choice items in the form of narrative text questions, and students are given 40 minutes to answer the questions given on the answer sheet. The first researcher conducted a self-introduction and explained the purpose of his research to the students. Then the researcher gave a pre-test.

After giving the pre-test, at the next meeting the researcher was treated to an experimental class using the Small Group Discussion technique of the learning process. The researcher conducted a pretest twice with the first story question being Cinderella and the second story being Pinocchio, each of which had ten multiple-choice questions. so a total of twenty questions.

After being given treatment, a post-test was given to students with the same questions as the pre-test. It aims to determine whether is an influence on student learning outcomes by using the Small Group Discussion technique in teaching reading comprehension or not. Students are given 40 minutes to answer all the questions provided on the answer sheet. The results of the pretest and posttest were compared to determine the students' abilities before and after applying of Small Group Discussion method in teaching reading comprehension.

RESULTS

At first, when the researcher came to SMP Muhammadiyah Camba, the researcher met the principal and gave him a research permit from the Unismuh Makassar campus. After conveying the objectives to the principal, the researcher meets with Jafar, S.Pd as the English teacher for second-grade students. The researcher asked permission to research within a period of six class meetings with the English teacher.

Teaching-Learning Process

The First Meeting

At the first meetings, the researcher introduced herself and approached students so that students could receive the lesson well. The researcher also explained the aims and objectives of the learning. The researchers check the attendance list by mentioning it one by one.

The researchers also gave entertaining and educational questions related to the narrative text. The purpose of this question is so that researchers can see students' English comprehension skills so that researchers can easily divide groups based on students' English understanding. The researcher divided the students into five groups and each group consisted of four students.

After that, the researcher gave a pre-test sheet in the form of Cinderella and Pinocchio reading texts. After the initial test was given, the researchers asked the students to complete it within forty minutes. Determine basic abilities of the students before researchers did treatment. After all, students completed the questions given, the researcher asked students to collect the answer sheets that had been answered. Before ending the meeting in class, the teacher informs the students about what will do at the next meeting.

The Second Meeting

In the second meeting, researchers entered and greet the students. Researchers checked the attendance list to open activities and called the names of students one by one. The researcher also explained the learning objectives.

The researchers divided students according to their respective groups. Each group consists of four students. The researcher explains narrative text and examples. After explaining, the researcher gave one example of reading text to each group. Before ending the meeting in class, researchers and students conclude the lesson and the researcher explains the lesson plan at the next meeting.

The Third Meeting

In the third meeting, researchers welcomed teaching in the classroom. The researcher checks the attendance list at the opening activity and mentions the names of students one by one. The researcher also explained the learning objectives.

After that, the researcher asked about the lessons taught at the previous meeting and explained again about examples of narrative texts. at the end of the lesson, the researcher delivered the lesson plan at the next meeting.

The Fourth Meeting

At the fourth meeting, researchers welcomed the students. The researcher checks the attendance list at the opening activity and mentions the names of students one by one. The researcher also explained the learning objectives.

After that, the researcher gave examples of garlic narrative text in each group to read and interpret the meaning of the reading. at the end of the lesson, the researcher delivered the lesson plan at the next meeting.

The Fifth Meeting

At the fifth meeting, researchers welcomed the students. The researcher checks the attendance list at the opening activity and mentions the names of students one by one. The researcher also explained the learning objectives.

Then, the researcher gives a post-test about Cinderella and Pinocchio to the students to answer. The researcher gave 40 minutes to do the multiple-choice questions which totalled twenty numbers. After finishing working on the questions, the researcher collected and explained the lesson plans for the next meeting.

The Sixth Meeting

At the sixth meeting, researchers welcomed the students class. The researcher checks the attendance list at the opening activity and mentions the names of students one by one. The researcher also explained the learning objectives.

At the sixth meeting, the researchers gave prizes to the group that had the highest score and also to all students. and at the end of the meeting, the researcher said goodbye to all students and teachers.

The Result of the Data Analysis

The researcher used a story text in the form of multiple-choice questions to determine student learning outcomes using small group discussions in the reading comprehension of eighth-grade students of SMP Muhammadiyah Camba. Based on student learning outcomes following data analysis conducted and answered by students are as follows

The Results of Students' Pre-Test and Post-Test

Table 1. Result Pre Test And Post Test

No	Indicators	Pre-test	Post-test
1.	The first task (Cinderella)	52	81.5
2.	The second task (Pinokio)	46.5	84
	ΣX	98.5	165.5
	\bar{X}	49.25	82.75

Table 1 above shows that student learning outcomes in the first task have increased (56.73%) an average of pretest (52), posttest (81.5) about the reading text entitled Cinderella. While student learning outcomes in the second task have increased (80.64%) from the average value of the pre-test (46.5) and post-test (84).

The Results of Pre-Test about the Reading Text Entitled Cinderella

Table 2. Pretest About The Reading Text Entitled Cinderella

No.	Category	Score	Frequency	Percentage (%)
1.	Excellent	81-100	0	0
2.	Good	61-80	5	25
3.	Fair	41-60	10	50
4.	Poor	21-40	4	20
5.	Very Poor	<20	1	5
	Total		20	100%

Table 2 above explains the results of the student pretest in the Cinderella story, no students got the excellent category, there were 5 (25%) good categories, 10 (50%) fair categories, 4 (20%) poor categories and 1 (5%) very poor categories.

The Results of the Students' Post-Test about the Reading Text Entitled Cinderella

Table 3. Students' Post-Test about the Reading Text Entitled Cinderella

No	Category	Score	Frequency	Percentage (%)
1.	Excellent	81-100	9	45
2.	Good	61-80	8	40
3.	Fair	41-60	3	15
4.	Poor	21-40	0	0
5.	Very Poor	<20	0	0
	Total		20	100%

Table 3 above explains the posttest results of students in the Cinderella story, there are 9 (45%) students in the Excellent category, 8 (40%) students in the Good category, and 3 (15%) students in the fair category.

The results of the Students' Pre-Test about the Reading Text Entitled Pinocchio

Table 4. Students' Post-Test about the Reading Text Entitled Cinderella

No	Category	Score	Frequency	Percentage (%)
1.	Excellent	81-100	0	
2.	Good	61-80	2	10
3.	Fair	41-60	8	40
4.	Poor	21-40	9	45
5.	Very Poor	<20	1	5
Total			20	100%

Table 4 above explains the students' pre-test results in Pinocchio's story, there are 2 (10%) students in the good category, 8 (40%) students in the fair category, 9 (45%) in the poor category, and 1 (5%) students in the very poor category.

The results of the Students' Post-Test about the Reading Text Entitled Pinocchio

Table 5. the students' post-test about the reading text entitled Pinocchio

No	Category	Score	Frequency	Percentage (%)
1.	Excellent	81-100	9	45
2.	Good	61-80	10	50
3.	Fair	41-60	1	5
4.	Poor	21-40	0	0
5.	Very Poor	<20	0	0
Total			20	100%

Table 4.5 above explains the post-test results of students in Pinocchio's story, there are 9 (45%) students in the excellent category, 10 (50%) students in the good category, and 1 (5%) in the fair category.

T-test value

Analyzing T-test using to find out the significant difference of the students' result of pre-test and post-test. To know the level of significance 5% (0.05), degree of freedom $df=N-1$ (df is $N - 1$ $20-1=19$) it is found that the T-table value was 2.093 the result of the calculation is shown as follows :

Variable	T-test	T-table
Reading comprehension	8.152	2.093

The comparison between the scores t-test and t-table. The value of the t-test is greater than the t-table. The score in the variable of students' reading comprehension (8.152 > 2.093).

It can be concluded that there is a significant difference between the results of the students' reading comprehension before and after using small group discussions. This also means that the null hypothesis (H0) was rejected and the alternative hypothesis (H1) was accepted.

DISCUSSIONS

This research was conducted in the eighth grade of the second semester at SMP Muhammadiyah Camba, Camba sub-district, Maros. The purpose of this research is to determine student learning outcomes by using small group discussions in teaching reading comprehension.

This study examines using Small Group Discussion techniques to improve students' reading comprehension. Researchers succeeded in collecting data using pretest and posttest, teaching narrative reading texts and multiple-choice questions as instruments to answer research questions. The pre-test on the first reading text (Cinderella) and the second reading text (Pinocchio) have the final score is 49.25. While the post-test on the first reading text (Cinderella) and the second reading text (Pinocchio) have the final score is 82.75. This means that the researcher concludes that is a significant difference between the experimental class and before the experimental class. From these calculations can be concluded are differences in student scores before and after receiving treatment.

So, from this explanation, the researcher concludes that the null hypothesis (H0) is rejected and the alternative hypothesis (H1) is accepted, meaning that this research can affect students' outcomes reading comprehension by using small group discussions. Therefore, the hypothesis states that there is a significant difference in students' reading comprehension after implementing small group discussions in teaching reading comprehension.

The findings can be explained that the group work activities of most students have a positive impact on the learning process because group work activities help students complete the tasks given by the teacher quickly, improve student communication and develop teamwork skills. If students use group work activities in class, students can understand how to express their ideas, opinions and help each other to solve problems in learning. This is related to Kondo's (2010) theory which states that group work activities provide positive responses and are also revealed such as helping each other, reducing individual workloads, encouraging students to participate in these activities.

Group work is a method of teaching by dividing students into several groups and they work together in solving problems or carrying out certain tasks and trying to achieve teaching goals that have been determined by the teacher. Group work activity is a method to discuss a certain topic by expressing the opinion of each individual to solve a problem utilizing discussion and group work activities to help increase student interest and

motivation. Better and involve a small group of students who work together elsewhere to carry out certain goals in learning.

Group work is very helpful for students in reading comprehension because they exchange opinions so that which helps students in doing assignments. When the researcher taught at the eighth grade Muhammadiyah Camba Middle School, the researcher found that the students were more active in expressing ideas.

This theory is the same as the observations of researchers who found that group work activities provide more information or knowledge to students because students receive input from friends or teachers so that students can understand the subject matter and automatically students have better learning achievements.

CONCLUSION

There is an influence on student learning outcomes by using small group discussions in teaching reading comprehension. Student learning outcomes using small group discussions in teaching reading comprehension can be seen in the pre-test results obtained are 49.25 while the final post-test results are 82.75. Where the final results of the pre-test from the combination of the first reading text (Cinderella) and the second reading (Pinocchio) are summed as a whole, divided by two and the final result is divided by the number of eighth-grade students. Meanwhile, the final post-test results obtained from the combined scores of the first reading text (Cinderella) and the second reading text (Pinocchio) are totalled divided by two and the final result is divided by the number of students (sample). Researchers concluded that there is a significant difference in students reading comprehension at SMP Muhammadiyah Camba for the academic year 2020/2021 by using small group discussions during the pretest and posttest. That is, there is an influence on student learning outcomes by using small group discussions in teaching reading comprehension.

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