

**THE EFFECT OF SMALL GROUP DISCUSSION METHOD ON THE  
ABILITY OF THE SECOND YEAR STUDENTS OF SMK  
MUHAMMADIYAH 2 PEKANBARU IN  
COMPREHENDING REPORT TEXTS**

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**Abstract :** *This research was aimed to find out the ability of the second year students of SMK Muhammadiyah 2 Pekanbaru in comprehending report texts. The data were collected from April to May. The population of this research is the second year students of SMK Muhammadiyah 2 Pekanbaru. The number of sample is 39 students who are chosen by using cluster sampling technique. This research is a pre experimental research with one group pre-test post-test design. The result of the data analysis showed that the mean score of pre-test is 61.33 while in post-test is 78.13. It showed us that the mean score of the post-test was higher than the mean score of the pre-test. In other words, Alternative Hypothesis (Ha) is accepted and Null hypothesis (Ho) is rejected. It means that, there is a significant effect of Small Group Discussion method on the ability of the second year students of SMK Muhammadiyah 2 Pekanbaru in comprehending report texts. It is suggested that Small Group Discussion is one of the appropriate method to be implemented in teaching for comprehending report texts. It can be conducted by focusing to the students' context.*

**Keywords:** *Comprehension, Small Group Discussion Method, Report Texts.*

# **PENGARUH METODE SMALL GROUP DISCUSSION TERHADAP KEMAMPUAN SISWA KELAS DUA SMK MUHAMMADIYAH 2 PEKANBARU DALAM MEMAHAMI TEKS REPORT**

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**Abstrak** : Penelitian ini bertujuan untuk mengetahui kemampuan siswa kelas dua SMK Muhammadiyah 2 Pekanbaru dalam memahami teks laporan. Data dikumpulkan dari bulan April hingga Mei. Populasi penelitian ini adalah siswa kelas dua SMK Muhammadiyah 2 Pekanbaru. Jumlah sampel adalah 39 siswa yang dipilih dengan menggunakan teknik cluster sampling. Penelitian ini merupakan penelitian pra-eksperimental dengan one group pre-test post-test-test desain. Hasil analisis menunjukkan bahwa nilai rata-rata pre-test adalah 61,33 sedangkan pada posttest adalah 78,13. Ini menunjukkan bahwa skor rata-rata post-test lebih tinggi daripada pre-test. Dengan kata lain, Hipotesis Alternatif (Ha) diterima dan Hipotesis Null (Ho) ditolak. Itu berarti, ada pengaruh yang signifikan dari metode Small Group Discussion terhadap kemampuan siswa kelas dua Sekolah Menengah Kejuruan Muhammadiyah 2 Pekanbaru dalam memahami teks report. Disarankan bahwa Small Group Discussion adalah salah satu metode yang tepat untuk diterapkan dalam pengajaran untuk memahami teks report. Ini dapat dilakukan dengan berfokus pada konteks siswa.

**Kata Kunci:** Pemahaman, Metode Small Group Discussion, Teks Report.

## INTRODUCTION

There are four language skills such as listening, speaking, reading and writing that students must be competent in learning English. As one of the language skills, reading plays its role for learners in learning English. Reading is the way we can get information from what we read. Students should be able to read because it affects the students' competence on language.

Reading is one of the receptive skills that must be learned by the students of English as a foreign language. According to Patel and Jain (2008), reading is very necessary to widen the mind and gain an understanding of the foreign language. It means that reading is the activity that a person can get information such as the main idea and point of the written text. Readers will get the idea or information from the text if they are able to comprehend the text. Second year students are expected to understand exposition text, report text, procedure text and etc. In this study, the researcher focuses on report texts. The goal of learning report text is that students should be able to catch the meaning of the written text by reading the report texts for example; the language feature, generic structure, and social function.

However, the students have difficulties to understand the texts. Besides, they are too afraid to ask about what they do not understand about the lesson to the teacher. They often feel tired during studying, sleepy or bored. They are lazy to do assignments. They often get the difficulties in comprehending the lesson, cannot get a good result of studying or learning, and lack of motivation to study. This context reflects on the students' ability. The preliminary data gained from the teacher through interview, the minimum standard of achievement is 80. It shows 60% of students in her class could achieve the minimum standard of achievement, while 40% of the students failed. A 60% figure is high, but based on the curriculum; students who are able to reach the KKM should exceed that percentage. Then, based on the researcher's observation while doing teaching practice in SMK Muhammadiyah 2 Pekanbaru, it shows that only some students in this school can achieve the minimum standard of achievement.

Researchers are expected to use one of the possible methods in which is appropriate in teaching. According to Wu (2008), small group discussion could stimulate students to be involved in the active process of constructing knowledge. Implementing this method is a facility for students to study together with their friends in one group. As stated by Sanchez (2009), a small group should have at least three and no more than twelve or fifteen members. In general, students feel comfortable or enjoy asking a question about the lesson to their friend than to their teacher. This method can be used for reading comprehension because the researcher modified the step that is appropriate for this skill. This study answers the following question: Is there any significant effect of Small Group Discussion method on the ability of the second year students of SMK Muhammadiyah 2 Pekanbaru in comprehending report text?

## METHODOLOGY

This research was pre-experimental design. According to (Hatch and Farhady, 1985), pre-experimental research is divided into three categories, one-shot case study, one group pre-test post-test design, and intact group comparison. It used one group pre-

test post-test design that only one group as a sample. This research was designed to find out the students' ability of the second year students of SMK Muhammadiyah 2 Pekanbaru in comprehending report texts.

Pre-test (O1) was aimed to find out the students' prior reading comprehension before the treatment. Treatment (X) was applied by using small group discussion method in reading report texts. Post-test (O2) was aimed to see the improvement of the students' reading comprehension after teach by small group discussion method. The researcher compared the students' score between pre-test and post-test and the students get effect or not by the treatment.

In collecting the data the students was given a multiple choice test with 40 questions with 60 minutes to answer it. The population of this research is XI ADP 1 (39 students). This is the second year students of SMK Muhammadiyah 2 Pekanbaru.

**Table 1. The Distribution of the Population**

<b>Classes</b>	<b>Total of Students</b>
X1 TKJ 1	35
X1 TKJ 2	35
<b>X1 ADP 1</b>	<b>39</b>
X1 AK 1	34
X1 AK 2	36
Total	180

## **RESULTS AND DISSCUSIONS**

After collecting data, the researcher continued to analyze the data. The results of this research were presented by showing the result of t-test table in comparing the difference result of students' reading ability in the pre-test and the post-test.

**Table 2. The Students' Scores in Pre-Test**

<b>NO</b>	<b>Range Score</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Category</b>	<b>Mean Score</b>
1	81-100	0	0	Excellent	61.33
2	61-80	21	54	Good	
3	41-60	18	46	Mediocre	
4	21-40	0	0	Poor	
5	0-20	0	0	Very Poor	
<b>Total</b>		<b>39</b>	<b>100</b>	<b>Good</b>	

Based on the table 2, we can see that the mean score of the students in the pre-test is 61.33. The highest score is in "Good" level with 21 students and the lowest score is in "Mediocre" level with 18 students. Thus, the category of mean score is in "Good" level.

**Table 3. The Students' Scores in Post-test**

NO	Range Score	Frequency	Percentage	Category	Mean Score
1	81-100	9	23	Excellent	78.13
2	61-80	30	77	Good	
3	41-60	0	0	Mediocre	
4	21-40	0	0	Poor	
5	0-20	0	0	Very Poor	
<b>Total</b>		<b>39</b>	<b>100</b>	<b>Good</b>	

Based on the table 3 above, it shows us that the mean score of the students in the post-test is 78.13. The highest score is in “Excellent” level with 9 students and the lowest score is in “Good” level with 30 students. Thus, the category of mean score is in “Good” level.

**Table 4. Paired Sample Test**

**Paired Samples Test**

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Post-test - pre-test	16.79487	7.45223	1.19331	14.37914	19.21061	14.074	38	.000

Based on the table 4, the result of t-test is 14.074, which t-table from 39 students is 0.024. It shows that the t-test score is higher than t-table ( $14.074 > 2.024$ ). Furthermore, it can be stated that there is a significant difference between the pre-test and post-test. It means that, Alternative Hypothesis ( $H_a$ ) is accepted and Null Hypothesis ( $H_0$ ) is rejected.

**Table 5. The Comparison between Pre-test and Post-test in Each Components of Reading.**

NO	Components of Reading	Mean score	
		Pre-test	Post-test
1	Main Idea	65.64	77.43
2	Factual Information	63.07	80.00
3	References	60.51	77.43
4	Guessing Vocabulary	62.05	74.35
5	Inferences	60.51	80.51
6	Social Function	60.51	82.05
7	Language Feature	60.51	76.41
8	Generic Structure	56.41	74.87

Based on the table 5 above, it shows that the mean score of eight components of reading are increased. The first aspect is "Main Idea" which increases 11.79 points from the pre-test while "Factual Information" increases 16.93 points. The lowest aspect is "Guessing Vocabulary" which has only 74.35 score but it increases 12.30 points than pre-test. Then, the next aspect is "Inferences" which has 80.51 score and 20.00 difference points from the pre-test. The highest mean score in post-test is "Social Function" which has 21.54 difference points than pre-test. For "Language Feature", it aspect has 76.41 score and 15.90 different point from the pre-test. The last aspect is "Generic Structure" which has 74.87 score and 18.46 different points from the pre-test.

## DISCUSSION

The results of this study in line with the results of research conducted by Primarini (2016) which all components of reading comprehension were increased from pre-test to post-test. In this research, the researcher gave 8 times treatment by using small group discussion method and increased eight components of reading comprehension according to King and Stanley.

Based on the description of data above, it can be concluded that small group discussion is an effective method used in teaching-learning process of reading comprehension on report text. We can see that the result of post-test was higher or better than pre-test. It indicates the improvement of students' reading comprehension in report text.

The aim of post-test was given to see or to know the results / effects of treatment that had been done by using small group discussion method whether there is an increase or not of students' reading comprehension. The result showed that the mean score of post-test was higher than pre-test ( $78.13 > 61.33$ ). The data analysis showed that t-test was higher than t-table ( $14.074 > 2.024$ ) it means that there is a significant difference between the pre-test and post-test.

There were eight components of reading comprehension and the writer divided into 4 main aspects that understanding, language (language feature, reference, vocabulary, and inference), generic structure and social function. Those all of components were increased on pre-test to post-test. Thus, applying small group

discussion method can attract students' interesting to the activities and also increase their understanding about the lesson especially report text.

The highest mean score of eight components of reading comprehension was "Social function" which has 82.05 points and 21.54 difference points than pre-test while in pre-test was 60.51 points and it included the second lowest mean score. The researcher assumed that this aspect increased might be because the researcher associated the social function of the text into daily life during the treatment.

While the lowest mean score was "Guessing Vocabulary" which has only 74.35 points and increased only 12.30 points than pre-test. It might be influenced by several factors such as students did not know the meaning of the word in questions because lack of vocabularies and hard to remember the synonym or antonym of the words. So, the students' score are low in guessing vocabulary aspect.

## **CONCLUSIONS AND RECOMMENDATIONS**

### **Conclusion**

Based on the result of the data analysis, it can be concluded that small group discussion Method gave significant effect on reading comprehension of the second year students of SMK Muhammadiyah 2 Pekanbaru. This method makes students easier and enjoys comprehending report texts. It proved by the result of students' post-test score was higher than pre-test score. The mean score of pre-test was 61.33 while the mean score post-test was 78.13. The highest mean score on post-test is in terms of "Social function" which has 82.05 points and 21.54 difference points than pre-test while in pre-test was 60.51 points and it included the second lowest mean score. While the lowest mean score was "Guessing Vocabulary" which has 74.35 points and increased only 12.30 points than pre-test. So, the small group discussion can help students in comprehending report text.

### **Recommendation**

After concluding the result of the research, the researcher gives some suggestions as follow:

1. The English Teachers

Teacher may be better to use small group discussion as an alternative method in teaching reading comprehension because it will encourage the students' understanding and affect their reading comprehension in learning English text especially report text. This method can increase all components of students' reading comprehension, but lowest in guessing vocabulary. So, the researcher suggest that the teacher more focus on vocabularies because in reading always connected and influenced by vocabulary.

2. The students  
The students should be focused to the activities in the class especially in their group. The students also should pay attention when the teacher explaining the lesson during teaching learning process and share idea to other members in group.
3. Other researchers  
For other researchers, this method can be applied in teaching reading comprehension especially report texts. This method affects students' reading comprehension. Other researcher may use other text such as descriptive text, recount text and so on and also prepare the treatment well in order to get a good result of students' reading comprehension.

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