THE EFFECT OF SMALL GROUP DISCUSSION STRATEGY ON THE SECOND YEAR STUDENTS' ABILITY IN COMPREHENDING HORTATORY EXPOSITION TEXTS AT MAN 1 TELUK KUANTAN

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Abstract: *This research seeks to find out whether or not there is a significant effect of Small Group Discussion (SGD) strategy on the second year students' ability in comprehending hortatory exposition texts at MAN 1 Teluk Kuantan. This research used the pre-experimental research design of one group pre-test post-test design. The selected sample was XI MIA 1 students which consisted of 35 students. The sample was selected by using cluster random sampling technique. The results showed that the mean score of post-test (76.00) was higher than mean score of pre-test (70.03). Therefore, Alternative Hypothesis (Ha) was accepted and Null Hypothesis (Ho) was rejected. It could be concluded that there was a significant effect of Small Group Discussion strategy on the second year students' ability in comprehending hortatory exposition texts at MAN 1 Teluk Kuantan. In other words, teaching reading comprehension through SGD strategy is an effective way to solved the students' problem on the reading comprehension.*

Key Words: *Effect, Small Group Discussion strategy, Reading Ability*

PENGARUH STRATEGI SMALL GROUP DISCUSSION TERHADAP KEMAMPUAN SISWA TAHUN KEDUA DALAM MEMAHAMI TEKS HORTATORY EXPOSITION DI MAN 1 TELUK KUANTAN

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Abstrak: Penelitian ini bertujuan untuk mengetahui pengaruh yang signifikan dari strategi Small Group Discussion (SGD) terhadap kemampuan siswa di tahun kedua dalam memahami teks hortatory exposition di MAN 1 Teluk Kuantan. Penelitian ini menggunakan desain penelitian pra-eksperimen dari satu kelompok pre-test post-test. Sampel yang dipilih adalah siswa XI MIA 1 yang terdiri dari 35 siswa. Sampel dipilih dengan menggunakan teknik sample acak. Hasil menunjukkan bahwa nilai rata-rata tes akhir (76.00) lebih tinggi dari pada nilai rata-rata tes awal (70.03). Oleh sebab itu Hipotesis Alternatif (Ha) diterima dan Hipotesis Nol (Ho) tidak diterima. Dapat disimpulkan bahwa terdapat efek yang signifikan dari strategi Small Group Discussion terhadap kemampuan siswa di tahun kedua dalam memahami teks hortatory exposition di MAN 1 Teluk Kuantan. Dengan kata lain, mengajar pemahaman bacaan melalui strategi SGD adalah cara yang efektif untuk memecahkan masalah siswa pada pemahaman bacaan.

Kata kunci: Efek, *strategi small group discussion*, kemampuan membaca.

INTRODUCTION

Language is one of the most important thing in communication and it is used as a tool of communication among the nations in all over the world. As an international language, English is very important and it has many interrelationships with various aspects of life owned by human being. In academic setting, reading is assumed to be the central means for learning new informations and gaining access to alternative explanations and interpretations Marrianne (2001: 187). It means that reading stands a basic tool as a means for students to learn new informations. All subjects of school lesson provide textbooks as a foundation, so the students should read them if they want to follow the lesson well. In order to understand or to get points of written text, students need comprehension for it.

Based on the interview with an English Teacher of MAN 1 Teluk Kuantan, Seprion said that students lack of interest to read the texts and lack of vocabulary. These are probably the causes of the students' difficulties in comprehending texts. In addition, based on the interview with the students, they said that they feel bored and they are not interested in English learning process because they need some new activities that can change classroom atmosphere. It can be expected to motivate them and increase their interest on reading activity.

Based on curriculum 2013 at point 4.14 at exploration stage for second grade of senior high school as cited in Sundiawan (2013), there are two indicators of successful reading that should be achieved by the students and one of them is the students are able to catch the meaning of the text. Then, the students are able to write out the content of the text together with their friends by paying attention to the content and vocabulary. Nevertheless, it seems that those two indicators of successful reading have not been achieved. It can be seen that some students did not comprehend the text well as a result they got bad score in their reading test. Another proof is the students were not able to write out the content of the text when this activity serves as test to check their reading comprehension and this result actually shows that the students had not comprehended the text. Actually students are expected to be able to comprehend texts including hortatory exposition text. Hortatory exposition text is a type of English text which represents the author's attempt to influence the reader to do something or act in a particular way (Bima and Cicik, 2005: 14). The generic structures of hortatory exposition text are thesis, arguments, and recommendation. On the other hand, those problems above require a teacher to find a suitable and appropriate technique in order to solve those reading problems so that the students would comprehend the meaning of the text well and their reading comprehension would increase. According to Anderson (2008), to make students become active and get involved in reading activities, it is needed to teach them the various reading strategies because reading with various strategies would create students to be critical and creative readers. Therefore, the teacher should use a strategy in order to help the students understand a text. The teacher should provide effective and applicable strategies to their students. The learning activities should be interesting and pleasing for the students, so the reading lesson would be meaningful and enjoyable. Then, the students' reading comprehension achievement would increase.

One of the techniques that is proposed in this research is small group discussion. Ahmad (2013) in his research has proved that small group discussion is an effective startegy to improve students' reading skill which has been conducted in junior high

school. A Small Group is a small member of human, work together through interaction whose interdependent relationship allows them to achieve a mutual goal (Kenz and Greg, 2000: 4). The students can work together in solving their problems or they can answer the questions from the teacher. Sagala (2008: 20) says that group discussion is more effective if the group consisted of 3-4 students; enable students to give their opinions or ideas to other students easily. Therefore, the students are more confidence to give opinion in each of their small group (Brown & Atkins, 1988). Referring to the previous research and definition, the researcher then is interested in implementing small group discussion strategy in reading class.

Small group discussion provides opportunities for students' initiation, for face-to-face, give and take, for practice in negotiation of meaning for extended conversation exchanges. This technique puts the students in a situation where they would try to unite their different opinions with other members in order to understand the text. In addition, small group discussion strategy would help the students to comprehend difficult words, sentence, content, topic, phrase, and identifying reference by requiring them to share and discuss their thoughts and problems with other group members. In brief, teaching reading comprehension through small group discussion is assumed that it can improve students' reading comprehension and solve reading problems.

Additionally, small group discussion strategy would be conducted after pretest has been done first and for the pretest, answering the reading materials by using multiple choice would be used as an instrument in order to check students' early reading comprehension. Then, the same test would be administered in posttest in order to find out students' reading comprehension after being taught by using small group discussion. The difference of the result between pretest and posttest perhaps is able to show whether small group discussion strategy can improve students' reading comprehension or not. Therefore, the researcher conducted a research with the topic "The Effect of Small Group Discussion Strategy on the Second Year Students' Ability in Comprehending Hortatory Exposition Text at MAN 1 Teluk Kuantan.

METHODOLOGY

The participants of this research were the second year students of MAN 1 Teluk Kuantan. The researcher did the research on class XI MIA 1 which consisted of 35 students. The sample was selected by using cluster random sampling technique.

The procedures of data collecting that was used in this research is pre-test, treatment, and a post-test.

a) Pre- Test

The students are given a pre- test as the first step of collecting data. The test consists of 40 objective questions. The researcher makes assessment after the students finishing the pre-test. The indicators of the test consist of 6 elements which are determining purpose of the text, finding main idea, identify specific information, vocabulary ,identify reference, and identify inference.

b) Treatment

The treatment in this study is conducted in 4 meetings with time allocation 2 x 45 minutes (per meeting). The students are given a text which they should read and understand. The students as the experimental group are taught by using Small Group Discussion Strategy.

c) Post-test

Post-test is the last step to get a data of this research. It is administrated to measure the data after get a treatment , the students are given objective questions to measure their comprehension in reading whether using Small Group Discussion strategy improve the students ability or not. The indicators of the questions are the same with the indicators of questions in the pre-test.

There are some formulas that will be used in analyzing the data. It can be seen as follows:

1. To analyze the difficulty level of each question:

$$FV = \frac{R}{N} X100\%$$

Where:
        FV= Facility Value
        R = Number of correct answers
        N = Total number of students
   (Heaton, 1988)

2. To analyze mean score:

$$M = \frac{x}{n} X 100$$

Where:
        M= Individual Score
        X= Correct Answers
        N= Number of Items
   (Heaton, 1988)

3. To know the percentage of the classification of the students' ability in answering questions, the following can be used:

$$P = \frac{X}{N} x \ 100\%$$

Where:

P = Percentage of the students per group/level
X = Number of frequency in one level
N = Total number of students

(Arikunto, 2013)

To analyze the data in this study, the researcher assessed the students's score by using the classification score by Harris(1974) :

Table 1. The Classification of Students' Scores

Test Score	Level of Ability
81-100	Excellent
41-60	Mediocre
21-40	Poor
0-20	Very Poor

(Adopted from Harris, 1974)

RESULTS FINDINGS

Pre-test is intended to find the achievement of the students' reading comprehension before treatment was applied. Table (2) represents the results.

Table 2. Descriptive Statistics of Pre-test Score

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Score	35	53	85	70.03	8.475

Table (2) shows that the mean score of 35 students was 70.03. Meanwhile, the minimum score that students reached in pre-test was 53 and the maximum score was 85.

Table 3. Descriptive Statistics of Post-test Score

	N	Minimum	Maximum	Mean	Std. Deviation
Post-test	35	60	90	76.00	7.971

In performing pre-experimental research with one group pre-test and post-test design, hypothesis is tested at the 0.05 level of significance. The mean of pre-test score (X) achieved by the first year students is 70.03. The difference could be seen in their

mean score as shown in post-test results (Y) that is 76.00. The margin of pre-test and post-test achieved is 5.97.

Table 4. Paired Samples t-test

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pre-test Post-test	-5.971	2.281	.386	-6.755	-5.188	15.485	34	.000

Table (4) shows the results of the t_{obs} was 15.48, meanwhile t-table is 2.042 (see appendix). The result showed that t_{obs} is higher than t_{table} (15.48 > 2.042). It can be concluded that there is a differences between the pre-test and the post-test. Small Group Discussion strategy could give a statistically significant difference between the achievement of students' score in pre-test and post-test. The alternative hypothesis of this research, "There is a significant effect of Small Group Discussion strategy on the second year students' ability in comprehending hortatory exposition text at MAN 1 Teluk Kuantan" is accepted.

Discussions

From the results and explanation above, it can be said that Small Group Discussion strategy is a practical way to teaching reading comprehension. It can be seen from the improvement of students' scores in the pre-test and in the post-test. The result showed that t_{obs} is higher than t_{table} (15.48 > 2.042). It can be concluded that there is a differences between the pre-test and the post-test.

In other words, the alternative hypothesis of this research, "There is a significant effect of Small Group Discussion strategy on the second year students' ability in comprehending hortatory exposition text at MAN 1 Teluk Kuantan" is accepted.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The improvement achieved might have been attributed to the way they were being taught using Small Group Discussion Strategy. The result of t-test showed that t_{obs} is higher than t_{table}. It can be stated that the alternative hypothesis (Ha) is accepted and the

null hypothesis (Ho) is rejected. Small Group Discussion strategy gives positive and enjoyable learning environments in the classroom. It also enhanced the students' participation and interaction during the learning process. Students comprehended the text completely by the prediction that helped students to develop their reading and concentrating ability via visual clues such as illustrations through Small Group Discussion strategy.

Recommendations

After getting the result of the study in this research, the writer would like to give some suggestions which can be used to teach hortatory exposition texts as follows: Firstly, teachers are suggested to teach reading by using Small Group Discussion strategy as one of strategies to improve the students' ability in comprehending hortatory exposition texts.

Secondly, the teachers should involve the students more in learning process in order to make them more active in the classroom. One of the ways is by practicing reading more often in which the students are trained to read for pleasure. They can read what they want, so that they would have an interest in reading.

The last , teacher should explain the procedures of the strategy that are going to be used before the learning process in order to make the students understand the texts well.

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