

THE EFFECT OF SMALL GROUP DISCUSSION TECHNIQUE ON THE ABILITY OF THE SECOND YEAR STUDENTS OF SMP N 5 KERINCIKANAN IN COMPREHENDING REPORT TEXTS

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Abstract: *The aim of this research was to find out the effect of Small Group Discussion Technique on the Ability of the Second Year Students of SMP N 5 Kerinci Kanan in Comprehending Report Texts. There were 98 population and only 32 students as the sample through cluster random sampling technique, instead cluster random sampling allows the writer to collect data into small, more effective groups. The test was carried out as pre-test. The treatment was applied by using small group discussion in reading report text and post-test. In order to know the difference between pre-test and post-test, and to test the hypothesis, t-test formula was used. After analyzing the data, it was found that t-test score was 21.326 which t-table score in significance level $df=32$ was 0.349. Since t-test was higher than t-table, it can be concluded that alternative hypothesis was accepted. In other word, it can be restated that small group discussion can help students to improve their reading ability especially in report text. The implication of the finding is that the students should maximize the practice of small group discussion.*

Key Words: *Effect, Small Group Discussion, Report Text*

PENGARUH DARI TEKNIK DISKUSI KELOMPOK KECIL TERHADAP KEMAMPUAN SISWA TAHUN KEDUA SMP N 5 KERINCI KANAN DALAM MEMAHAMI TEKS REPORT

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Abstrak: Tujuan dari penelitian ini adalah untuk mengetahui pengaruh teknik diskusi kelompok kecil terhadap kemampuan siswa tahun kedua SMP N 5 Kerinci Kanan dalam memahami teks report. 98 populasi dan 32 siswa sebagai sampel melalui teknik cluster random sampling. Tes dilakukan sebagai pre-test, treatment dan post-test. untuk mengetahui perbedaan antara pre-test dan post-test, dan menganalisis hipotesis, rumus t-test digunakan. Setelah menganalisis data, ditemukan bahwa nilai t-test adalah 21.326 yang mana nilai t-table pada tingkat signifikansi $df=32$ adalah 0.349. Sehingga t-test lebih tinggi dari t-table, dapat disimpulkan bahwa hipotesis alternatif diterima. Dengan kata lain, bahwa diskusi kelompok kecil dapat membantu siswa untuk meningkatkan kemampuan membaca mereka terutama dalam teks report.

Kata Kunci: Pengaruh, Diskusi Kelompok Kecil, Teks Report

INTRODUCTION

In Indonesia, English as a foreign language that has been learned by students since elementary school. While English is the most important language in the world due its function as an international language that make this language widely used in all over the globe. English also has four skills ; listening, speaking, reading and writing. Moreover, Reading is a crucial part of English as a foreign language learning and teaching activity. Reading ability to comprehending a text makes the students able to understand what the text tells about. Besides if the students able to getting the main point of the texts, it will help the students to improve their knowledge and their comprehending about the text.

In language learning process, reading is one of the language skills that foreign have to master. Reading is an activity aiming to get the information about what we read. The information from reading will be comprehended well by the readers through a good comprehension. Smith and Robinson (2010) state that reading comprehension means understanding, evaluating and utilizing the information gained through an interaction between the reader and author. With a good comprehension, reading will give the reader all benefits from the information that the author provided in their writing products.

According to Burhan (2012), reading is a physical and mental activity to reveal the meaning of the written texts, while in that activity there is a process of knowing letters. It says a physical activity because the parts of the body, our eyes particularly, do it. And it says mental activity because perception and memory as parts of thought are involved in it. He then concludes that the main goal of reading is a process of comprehending written texts.

Report is a text which presents information about something. It is as a result of systematic observation and analysis within writing report text, student have to write something decent *report* by researching and analyzing something. According to KTSP (School Based Curriculum), in learning report text students are required to respond to the language features, the meaning and rethorical step in short essay accurately, fluently and be acceptable which relate to their environment, culture and science. By learning report text students will be able to find out the specific information in the text, identify main idea, finding detail information, guessing the meaning of unfamiliar word, identify references and making inferences. Students are expected to be able to comprehend report text because it can be found in many reading media such as news paper, magazine, journal, novel, story book, etc.

However, the students have difficulties in understanding the texts. Besides, they are too afraid to ask about what they not understand about the lesson to the teacher. They often feel tired during studying, sleepy or bored. They often get difficulties in comprehending the lesson, cannot get a good result of studying, and lack of motivation to study. This context reflects on the students ability. The preliminary data gained from the teacher through interview shows that the minimum standard score of achievement is 75% of the students in class could achieve the minimum standard score of achievement, while 50% of the students failed. Then, based on the researcher's observation while doing her teaching practice in SMP N 5 Kerinci Kanan, only some students can achieve the minimum standard score of achievement.

Based on the fact above, teachers creativity in providing appropriate teaching technique is needed to overcome those problems. It is important to be realized that the results of teaching and learning process are not only determined by the teachers and

students competence, but influenced by the use of teaching technique. There are many kinds of teaching techniques for reading. However, the technique choosen in reading must be suitable with criterion. From those theories, Small Group Discussion is the exchange of information, opinion, and ideas among all members of a group which consist at least three or five members to solve occuring in the learning process. According to Wu (2008), Small Group Discussion could stimulate students to be involved in the active process of constructing knowledge. Implementing technique is as a facility for student to study together with their friends in one group. In general, students feel comfortable and enjoy to asks a question about the lesson to their friends than to their teacher. This technique can be used for reading comprehension because the researcher modified the step that appropriated for this skill.

The research question of this research was as in the following: is there any significant effect ofusing small group discussion technique on the ability of the second year students of SMP N 5 Kerinci Kanan in comprehending Report text?

METHODOLOGY

The type of the research was pre-experimental research design. In this research, one group pre-test post-test design was used. It meant that the sample is one class only. The design of this research is described as follows:

Pre-test was used to measure the students' reading comprehension before applying the treatment. Treatment was used to help the students improve their reading comprehension. Meanwhile, post-test was used to measure the students' reading comprehension after applying the treatment.

The population of this research was all the second year students of SMP N 5 Kerinci Kanan in the academic year 2019/2020. There are three classes were divides into class VIII 1, VIII 2, VIII 3 and the number of population are 98 students.

Since the number of the students is large and homogenous, it was necessary to select the sample. Cluster sampling was used in this research. According to Gay (2000), cluster sampling is sampling in which selects groups, not individuals. All the members of selected group have similar characteristics. As the result, class VIII-C was chosen as the sample which the total number is 32 students.

In doing this research, the pre-test and post-test were given to the students. The test consisted of five texts. The test was in the form of multiple choice with 40 items. Pre-test was administered before the treatment and post-test was administered after the treatment.

The classification of students' scores by Harris (1969) were used to classify the students' score in pre-test and post-test. In order to analyze the data, T-test was used by employing SPSS 23.0 (*Statistical Package for Social Science*). T-test was used to compare the difference result of pre-test and post-test.

RESULTS AND DISCUSSIONS

Results

Before giving the treatment, pre-test was administered to the students. It was used to measure the students' reading comprehension before the treatment was applied. The result of pre-test is presented in the following table:

Table 1. Descriptive Statistic of Pre-test

	Mean	N	Median	Mode	Std. Deviation
Pre-test	64.84	32	65	70	7.522

Table 1 shows that the mean score of 32 students is 64.84. According to the classification of students' score, the mean score is classified as average to good level. Meanwhile, the median score is 64.84 and the mode or most frequent score is 70.

After conducting the treatment, post-test was administered in order to measure the students' reading comprehension after being taught by using mind mapping strategy. The result of post-test is presented in the following:

Table 2. Descriptive Statistic of Post-test

	Mean	N	Median	Mode	Std. Deviation
Post-test	89.63	32	90	90	6.399

Table 2. shows that the mean score of post-test is 89.63. According to the classification of students' score, the mean score is classified as average to very good level. Meanwhile, the median score is 90 and the mode or most frequent score is 90.

After calculating the result both of the test, there are the differences result of pre-test and post-test. The result can be seen in the following table:

Table 3. Paired Sample Statistic

	Mean	N	Std. Deviation	Std. Error Mean
Post-test	89.63	32	6.399	1.131
Pre-test	64.84	32	7.522	1.330

Table 3 shows that the mean score of pre-test is 64.84. there is an improvement in post-test, because the mean score in post-test increase to 89.63. Thus, the difference of

the mean score between pre-test and post-test is 24.79. The result shows an improvement on the students' reading comprehension after giving the treatment. While, standard deviation or the spread values in the sample of pre-test is 7.522 and standard error mean is 1.330 Besides, standard deviation and standard error mean for post-test is 6.399 and 1.131.

After knowing the mean, standard deviation and standard error mean, there was paired sample correlation that explain the correlation of pre-test and post-test.

Table 4. Paired Sample Test

	Paired Differences					t	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Posttest – Pretest	-24.781	6.573	1.162	-27.151	-22.411	-21.326	32	.000

Table 4. shows that the result of t-test is 21.326 while t-table is 0.349 it shows that t-test score is higher than t-table ($21.326 > 0.349$). Furthermore, it can be stated that there is a significance difference between pre-test and post-test. It means that the alternative hypothesis is accepted and null hypothesis is rejected.

Discussions

The present research has shown that small group discussion technique could influence students reading ability especially in report texts. Based on the result of research, the writer did pre-test to know the students ability before the treatment. The scores show that the mean of pre-test is 64.84 in which there are 3 students in very good level (9.37%) and 4 students got lower score (12.5%).

In order to know the significance effect of using small group discussion towards students reading ability in comprehending report texts, the writer did the three treatments. In the first treatment held on 18 July 2019. The second treatment held on 27 July 2019, while the third treatment held on 8 August 2019.

At the first treatment, the students looked nervous. They were not interested about reading. They assumed that reading would be very difficult and it would be boring. The writer introduced small group discussion itself before starting the activity as a technique in teaching learning process. The writer gave explanation in detail about small group discussion and also gave an example directly. Then, the writer continued by explaining report texts and generic structure text. After that, the writer gave the topic in first meeting. After discussion activities, the students and teacher made a summary about the topic that had been discussed.

At the second treatment, it was better than the first because the students felt enjoyable. In the second treatment, the students were given treatment by using similar technique that was small group discussion. Before giving small group discussion

technique, the writer explained the material about the report text and gave the students example of report text.

At the third treatment, there were some improvements in the students report text in reading ability. In the third treatment, the writer explained about report text. The students were more active and interesting in discussion process than the first and second meeting. They were not afraid and they assumed that reading report text was easy.

After conducting the treatments, the writer did post-test to know students reading ability in comprehending report text after giving the treatments. The scores show that the mean of post-test is 89.63 in which there are 6 students get scores higher in excellent level (18.75%) and 2 students in very poor level (6.25%).

It proves Harmer's theory which defines that the way to encourage the students to be more active in the teaching and learning process, a teacher should apply a method, a strategy or technique. Due to small group discussion thus the students were all active in the class and they were all interesting to give and to achieve comments and suggestion.

There were differences in the students outcome when before and after the students were taught by using small group discussion. When the writer taught using small group discussion, she made the students got more interesting in the teaching learning process. In teaching learning process, the students felt interesting, so they could express their ideas and they were very enthusiastic to work in teammates.

Based on the result of the students score after treatment by using small group discussion, the writer convinced and the supporting theory were proved. The result showed that the mean score of post-test was higher than pre-test ($89.63 > 64.84$). The data analysis showed that t-test was higher than t-table ($21.326 > 0.349$). It means that there is a significance between pre-test and post-test. From the analysis of the data and the testing hypothesis, the result of the calculation is found that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

CONCLUSIONS AND SUGGESTIONS

Conclusions

The writer has some conclusions about Small Group Discussion Technique is effective in teaching reading. This is a pre-experimental research with the goals to find out the effect of using Small Group Discussion Technique on the students ability in comprehending report texts. The mean score of the pre-test is 64.84 while the mean score of the post test is 89.63 The result shows that the post-test mean score is higher than pre-test mean score.

However, the scores might be influenced by some factors. First, this technique can attract the students attention learning in groups. Second, this method asked the students to participate in the group and trained how to ask and answer the questions. Third, this technique taught the students to share idea in group and encourages each member of group discussion to be responsible on what member of group should be done. Fourth, this technique trained the students become more active in teaching learning process.

Based on the result of data analysis, it can be concluded that Small Group Discussion Technique gave significant effect on reading comprehension of the second

year students of SMP N 5 Kerinci Kanan. This technique make students easier and enjoy comprehending report texts. It proved by the result of students post-test score was higher than pre-test score. So. The Small Group Discussion Technique can help students in comprehending report texts.

Suggestions

In connection with conclusions, the writer would like to give some suggestions as follow:

1. The teachers

Small group discussion in teaching report texts is recommended for English teacher to attract the students' interest and solution in learning process. In this case, the teacher should give the learning material related to the context of students live in order to make the students easier to relate new information and their background knowledge

2. The students

The students should get involved actively during the lesson and pay full attention to the teachers explanation and instruction when the teacher taught them in Small Group Discussion. They also have to practice reading as much as possible either in school or at home to improve their reading comprehension.

3. Other writers

For other writers, before conducting Small Group Discussion the other writers should know their students well so they can divide the students properly. Other writers may use other texts such as descriptive text, recount text, etc and also prepare the treatment well in order to get a better result of students reading comprehension.

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