

THE EFFECT OF USING SMALL GROUP DISCUSSION METHOD ON STUDENTS' ABILITY IN READING COMPREHENSION FOR THE ELEVENTH GRADE STUDENTS OF SMA TAMANSISWA BINJAI

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ABSTRACT

The objective of this study is to find out The Effect of Small Group Discussion Method on Students' Ability in Reading Comprehension for the Eleventh Grade Students of SMA Tamansiswa Binjai. This study is Quasi experimental research. This study used a system of controlled class and experimental class, which acts as a controlled class benchmark basic ability student on reading comprehension without application of the method, while the experimental class was given Small Group Discussion Method. After knowing the mean obtained by the respondents in the controlled class of 49,71, it can be concluded that students' reading comprehension achievement is still low. In this study, students in the experimental class received treatment with the application of Small Group Discussion Method and it has been known that the mean data in the experimental class is 85.35, it can be concluded that students' reading cohesion achievement in the experimental class is good. Based on the calculation of validity test, it can conclude that the data has valid. Then based on the calculation of reliability of test, found that the data has reliable. After testing the homogeneity criteria of the data obtained in the controlled class and the experimental class, it has been found that the data obtained are homogeneous. After testing the data hypothesis criteria that have been obtained in the controlled class and experimental class, it has been found that the hypothesis is received, where $t_{count} > t_{table} = 19.07 > 1.668$, so it can be concluded that Small Group Discussion effects on Students' Reading Comprehension Achievement of the Eleventh Grade Students of SMA Tamansiswa Binjai.

Keywords: Small Group Discussion, Reading, Reading Comprehension

I. INTRODUCTION

English Language is an instrument of communication. Without language human will not be able to communicate or transfer ideas each other. Nowadays, English is as an international language and it is also the second language of many countries in the world. Therefore, people can realize the importance of communication using English language. When someone knows English, they can come to and communicate with the citizens of most countries in this globe without any confusion in expressing their feeling and thinking. The importance of learning English basically we can see from the implementation of English lesson by the government in level of school education. Begin from Primary school, junior high school, senior high school until in the university. Even as time passed many people make English courses for students or not students who want to increase their English knowledge easily for own knowledge, job demand or because of other things. English consisted of four skills. They are listening, speaking, reading and writing.

According to Ur and Penny (2009,138) reading can be assumed as an understanding of the text that comes from comprehension of the words that composed in written. According to Nunan (2017:68), Reading is fluent process of readers combining information from a text and their own background knowledge to build meaning. It means that it is an activity to find information and produce

the meaning from sentences or paragraph that they have read. Reading is the ability to draw meaning from the printed page and interpret this information appropriately (Grabe and Stolle, 2015:3). Base on Linse (2015:69) states reading is a set of skill that involves making sense and deriving meaning from the printed word. Reading comprehension is the way to get information from the text. According to Clarke (2014: 16), reading comprehension is the process of connecting meaning from word by word and can make unite of meaningful sentence. This process involves reader's brain to connect and construct meaning. Dorn and Soffos (2015:14) comprehension is a complex process regulated by cognitive, emotional, perceptual and social experiences. According to Wolly (2016 : 15) Explains that reading comprehension is the process of making meaning from the text. Reading comprehension is reading the text to get the meaning and understanding the text. Westwood (2008: 31) states that in reading comprehension process, a reader construct meaning to form a deeper understanding of concepts, facts, ideas and information presented in the text. Small group discussion is one of the alternatives among various language teaching technique. According to Sagala (2008:20) says that group discussion team is more effective group consists of 3-4 students, enable students gives their opinions or ideas to other students easily According to Djamarah (2006:73) small group discussion is learning method that gives effect for students to study more active in teaching learning process, because they

can interact with their friends. A good teacher should be able to make the situation and condition in the classroom as attractive as possible in order to make the students feel excited and more interested in learning and the use of small group discussion in teaching reading as a suitable alternative. In group learning, students may enjoy from time to time getting away from the usual pattern of learning and provides opportunities for student's initiation, for face to face, give and take, for practice in negotiation of meaning for extended conversation exchanges (Brown, 2000: 178). By using this technique can make the students are comprehend text easily, more confidence to talk in giving opinion about a problem, together to solve and to get good answer of the question. Moreover, it gives opportunity to the students to discuss in giving and answering the question based on the topic. In a group, the students are comprehending the text easily, more confidence and active to talk in giving opinion about a problem, together to solve and to get good answer of the question based on the text.

Based on the expectation and the reality above, the writer was able to know about the gap of both. In the expectation, the students were expecting to understand the text meaning and represent what they read in their own language but in the reality the students were still difficult in doing it. The teacher needs to give a method or way that was able to make students easier to comprehend reading text and small group discussion method is a good method to use by the teacher.

Small Group Discussion Procedures:

According to Cristiani and Mintohari (2004: 3), the procedures of small group discussion in teaching learning process, those are:

1. Providing a topic.

Teacher as a facilitator to prepare the material that will be discussed and given to students before the class begins.

2. Forming groups.

Teacher help students choose the members of the group. Students are divided into several groups based on small group discussion

method. Rules with three or five students within a group. the teacher make heterogeneous group includes the characteristics of intelligence, learning motivation, gender, or different ethnic backgrounds.

3. Teacher gives the materials.

Teacher not only provide the material, but also help students to explain what they should do such as after getting the material each student in group have to prediction by looking at the title of the text first to know what the text about. After they got what the text about, they can discuss their information or knowledge that related with the text.

4. The students discuss a topic in their group and teacher move around the class.

In this activity the students have opportunity to communicate each other in order to make the group be more active and comprehending the text.

5. Then, each group discusses about their discussion result to another group.

After getting the discussion between members of their own group and got the information of the text, the representative of each group discusses the result of their discussion to another group. The other members in the group may debate, clarify, gives opinion and citizen the result of discussion from another group.

6. Explaining the material that already learnt.

Teacher help students to explain in details what they have learned and the teacher may give correction if any

7. Answering questions which were prepared.

After discussion between groups and teacher, each student tries to answer the question individually based on the tasks that have been provided by the teacher

There are some advantages of using Small Group Discussion Method in teaching. The advantages as follows:

- 1) All students in the group can participate.
- 2) It is good way to get students interested in a topic. The students more easily to understand another Students explanation than presenter's explanation.
- 3) The teacher can identify students who need assistance.
- 4) The teacher can identify individual opinions about the topic.
- 5) It helps the students see relationships among ideas or concepts related to the topic.

The Disadvantages of Small group Discussion Method

1. It is likely to be noisy

2. It is needing a lot of time
3. It involves less teacher involvement than other techniques.

II. RESEARCH METHODOLOGY

This research was conducted at SMA Tamansiswa Binjai, for the Eleventh-Grade students located on Jl Jendral Sudirman no 11 kecamatan kota Binjai. Arikunto (2002:108) state that population is a set of all elements possessing one or more attribute of interest. The population of this research was all the students of Eleventh Grade students of SMA Tamansiswa Binjai. They consist of three classes. The total numbers of the students were 105 students. Arikunto (2009:109) Sample is the reflection of the population. It can be the reflection from the characteristic of population. In this research, the researcher uses purposive sampling. Arikunto (2010:183) purposive sampling is the process of selecting sample by taking subject that is not based on the level or area, but it is taken based on the specific purpose.

The researcher chose XI IPA 1 as the experiment class which consisted of 35 students and XI IPA 2 as the control class which consisted of 35 students

The type of this research was quasi experimental. This research has been conducted in two groups, namely Experimental and control group design. The experimental group receives a specific method. The group of experimental taught by using Small Group

Discussion. And the group of control taught by conventional method. Quasi Experimental is a quantitative research design the aims to get the correlation of cause and effect clearly between some factors of causes with problem or condition.

Because there was df 68 showed that the value of t-table is 1.668 The hypothesis criterion states that: if $t_o > t_t = H_a$ is accepted and H_o is rejected. In other condition, if $t_o < t_t = H_a$ is rejected and H_o is accepted. t_o is t-observation and t_t is t-table.

The writer gave a test namely pre-test and post-test in each class. The writer used pre-test in the first meeting of the research to found out the prior knowledge of students reading comprehension before giving treatment. After that, the teacher gave treatment to the students and then after that gave post-test. The writer did different treatment. The writer gave the treatment to students in the experimental group by Small group Discussion Method while control class with Conventional Method

The data of students' ability were divided into two kinds, the data in the experimental class and controlled class which had gained from pre-test and post-test that was applied in both of class.

III. RESULT AND DISCUSSION

In collecting the data, the writer taught both classes: experimental and control class using different treatments, Then the data was analyzed by using t-test to see the effect of Small Group Discussion Method on students ability in reading

comprehension.

After calculating the data, the value of t_{observed} was 19,07. Then to see whether the $t = 1.668$, it means, t_o is higher than t_t in significant level 5%, so the null hypothesis (H_o) is rejected, and the alternative hypothesis (H_a) is accepted. This meant that the students' reading ability that taught by Small Group Discussion Method was better than taught by conventional method.

IV CONCLUSION

From the result of the data analysis in the previous chapter, the writer composes a conclusion that in testing the hypothesis, the value of $t_{\text{count}} > t_{\text{table}}$. Has been known the t_{table} is 1.668, then $19.07 > 1.668$. It concluded the hypothesis is accepted, so it can be concluded that treatment with Small Group Discussion effects on Students' Reading Comprehension Achievement of the Eleventh Grade Students of SMA Tamansiswa Binjai.

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