

The 1st Nommensen International Seminar on Language Teaching

NISOLT

"The Nuances of Linguistics and Literature in Language Teaching"

PROCEEDINGS

Issue 2: Genre and Language Teaching

Conducted by English Study Program of Teacher Training and Education Faculty
of Nommensen HKBP University, Pematangsiantar
October 5th, 2017

Editors:

Paitoon M. Chaiyanara
David Berthony Manalu

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THE EFFECT OF SMALL GROUP DISCUSSION TECHNIQUE ON STUDENTS' READING COMPREHENSION ABILITY

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Abstract

This research intends to find out the effect of Small Group Discussion (SGD) on the students' reading comprehension at English Department Students at FKIP UHN Pematangsiantar. The multiple choice tests in form of pre-test and post-test were given to 80 students as the sample of the research. The result indicated that the students in experimental group made the better one than the students of control group. The total range of experimental class is 535 and the total range of control class is 365. Finally the conclusion proposed that using small group discussion method significantly or effectively to increase the students' ability in reading comprehension and the students who were taught by using small group discussion showed the better improvement than those of students who were not taught by using small group discussion method.

Key Words: Effect, Small Group Discussion, Technique, Reading Comprehension

I. Introduction

Reading is important so that students need to further develop, refine, extend, and apply their reading strategies to a variety of different text. According to Alderson (2000:13), "Reading is the same sort of activity as listening and the only specific aspect of reading that we need to concern ourselves with as tester is the process of transformation to speech." It means that when we are reading a text, the first thing that we concern is what we read so that we can understand what is the meaning of the text. And according to Smith (2004:13) that we learn to read, and we learn through reading, by elaborating what we know already. Smith defined his idea about reading by giving the real way to do reading. Those words mean that we should able to relate the new things that we have got from the book to what we have already known before, so that our knowledge can increase day by day. Because of that, Reading is very important and useful for us to do for adding our knowledge of something and getting information about something. Moreover, recently science and technology grow well. A lot of information stored in books and other printed sources that require the ability to understand. Students at all levels of education are required to master their ability in reading, because in many subjects, especially in English, students have to read and understand from various sources.

Today almost all of students only know to read, and they do not know how to comprehend. Moreover reading needs more comprehension, because "Reading" is different with "Reading Comprehension". Reading uses eye, and comprehension needs heart. So, Reading comprehension can be defined as reading by the eyes of the heart. To comprehend, a reader also must have a wide range of capacities and abilities. These include cognitive capacities, motivation, and various types of knowledge. Woolley (2011:15) defined that reading comprehension is the process of making meaning from text. It means that reading does not only read the text, but also understand the text by making conclusion of that text. So, in the end of the reading process, we can know what is described in the text and what is talked in the text. Because of that, the teacher's role is very important in improving student's reading comprehension. A good teacher should be able to teach 'Reading' well and improve

student's skill in Reading Comprehension by using best technique of teaching reading comprehension.

Some English teachers still use traditional or conventional method to teach reading skill. They do not know how to teach reading well for getting student's reading comprehension. *First*, students always are not able to find main idea and identify supporting idea from the text. It is because most of students have limited vocabulary. So, they do not know what the text about is. They can not answer the questions. *Second*, the students can not read loudly by using correct punctuation. *Third*, the students always feel boring when learning about reading, because the teacher still use conventional method in teaching reading. *Fourth*, the students are lazy to read English texts. Many students are not interested to read short or long text, because they don't understand what the meaning of the text is.

Based on the problem mentioned above the researcher is encouraged to do a research by the problem is "Does the Small Group Discussion affect the students' reading comprehension at English Pematangsiantar?"

II. Review of Related Literature

A. Reading Comprehension

Reading refers to the ability to comprehend or make the meaning from written text. A dictionary definition of the word *read* also states that it is the ability to examine and comprehend the meaning of written words. The term *comprehend* is derived from the Latin *prehendere* which means "to grasp". The notion of *grasping* suggests that there is an action required of the reader in order to grasp the meaning of the text. And according to Snow (2002:11), there are 3 elements of reading comprehension. They are:

- *The reader* who is doing the comprehending
- *The text* that is to be comprehended
- *The activity* in which comprehension is a part.

Reading comprehension is the process of making meaning from text (Woolley 2011:15). It means that reading comprehension is the construction of the meaning of a written communication through a reciprocal, holistic interchange of ideas between the interpreter and the message. This definition also suggests that reading comprehension requires an action of the part of the reader. That action involves the use of the existing knowledge that the reader has on the topic of the text as well as the text itself in order to create meaning. But, the problem in reading comprehension is making meaning from the text. The problem must be solved by the intentional action of the reader, which includes the purpose for reading as well as the ability to draw upon prior knowledge that is relevant to the text.

B. Small Group Discussion (SGD)

1. Definition

Small group discussion is a discussion within a group consisting of five students. Discussion requires team working and enables the students to express their opinions on a given topic within the group. Small groups give children the chance to hear other students' thinking about their reading process and responses to texts (Serravallo, 2010:5). And the leaders who have chosen lead each group well and the spokesman of each group notifies the conclusion they have reached. This case can arise students' spirit, and the reading lesson also seems can be enjoyable for both students and the teacher.

3 Steps of Using Small Group Discussion

There are some steps that we can do in using Small Group Discussion in teaching-learning process, they are:

1. Divide the students in a class become small group (max: 5 students).
Choose one student to be a leader, and one student to be a secretary in each group.

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2. Give the task that will be done by the students of each group according to the material that is taught by the teacher.
3. Ask every group to discuss the task that is given by the teacher. And make sure that every student being active in each group.
4. The teacher controls the discussion process by visiting every group to help them in facing the problem of the task, but not help the students to answer the task.
5. Ask the leader of each group to show the result of discussion and make the summary according to their group.
6. The teacher concludes the teaching-learning process by giving summary of the discussion.

According to Brewer (1997:23) there are three main steps that can be done in using Small Group Discussion methods, they are:

1. Step 1: Introduction

The presenter must prepare before the discussion for it to be successful. The presenter should try to introduce a topic on which all of the participants have some background knowledge so they have a basis for discussion. If the participants are introduced to a topic that is familiar to them, each will have something to contribute that another participant may not have thought of, thus moving the discussion on its way with many new avenues of thought to explore. The introduction should have four parts:

1. *Instructional Objective*. An instructional objective should be given to the participants at the beginning of the discussion.
2. *Purpose*. The presenter should explain why the groups will be discussing the chosen topic.
3. *Relationship*. The presenter must explain how this information fits in with what has already been learned or what will be learned in the future.
4. *Advanced Organizer*. An advanced organizer is some sort of attention-grabber that attracts participants' interest. Many discussion topics fail because participants aren't drawn into the discussion at the beginning.

The presenter may have to help the participants understand how small group discussion works to help them make the most of their time. Participants must understand the difference between a discussion and an unguided expression of opinion without pertinent information or facts. Participants might have to do a little research beforehand to get acquainted with the presenter's selected topic.

2. Step 2: Directing the Discussion

The presenter is in charge of directing the discussion to get it started. The presenter should ask the participants if they have questions about the topic at hand. These questions can start the discussion, or the presenter may want to ask a few questions from a prepared list to stimulate thought toward the topic. Another way to begin the discussion is to ask the participants to recall and share personal events that have happened in their lives that relate to the topic. This is a good way to get everyone involved. Questions are excellent motivators for discussion.

Sometimes the participants will take different thought paths and deviate from the instructional objective, so the presenter might have to reroute the thinking. Leading questions from the presenter can direct the participants back to the topic. These questions should with a yes-no answer. They should contain key words relate to the objective of the discussion. These presenter guided questions will be a model for participants to ask of the peers in their group.

Once the discussion begins, questions are essential in keeping the discussion moving. They can bring the discussion back on track or emphasize an important concept. They can draw in shy or non-participating individuals and can be the key in checking for understanding.

As the presenter directs the discussion, he or she should decide whether or not the participants are spending too much time on significant points. The presenter should try to keep control of the discussion, yet not dominate it. To avoid having the discussion centered around the presenter, he or she should try to enter in only when necessary.

3. Step 3: Summarizing the Discussion

Sometimes the participants may be confused or retain a wrong idea as right. The presenter should summarize to make sure the participants understand what has been discussed. For small group discussions seeking consensus, it is important to summarize to make sure all participants are thinking along the same lines. A final summary is essential at the end of the discussion. Conclusions should be recorded on the chalkboard so all can see them. The presenter should ask the participants how they would use the information. At times, a discussion will result in the participants' having incorrect ideas. Basically, summarization is helpful for clearing up confusion, covering main points, ending a discussion, and conveying consensus.

III. Research Methodology

A. Research Design

Research design plays an important role in a research because the quality of research greatly depends on the design. Quantitative research is used to analyze the data. According to Arikunto (2010:28), "*Quantitative research is the research that applied in population and using the sample as the participants.*" The researcher designs this research in two groups: experimental group (using SGD) and control group (using conventional technique) as following:

| | | | |
|--------------------|----------|------------------------|-----------|
| Experimental group | Pre-Test | Small Group Discussion | Post-Test |
| Control group | Pre-Test | Conventional | Post-Test |

The sample is selected purposively by criteria who have pass related reading subjects at English Department at FKIP UHN Pematangsiantar, such as reading I, critical reading, discourse analysis, and etc. Based on the technique, two classes are chosen to be the sample. There are 80 students become the sample. The data are taken when they are studying Approach, technique, and methods of TEFL in group A and B.

C. Instrument of Collecting Data

The instrument that is used to collect the data is test. It will give to the experimental class and control class in 2 steps, they are pre-test and post-test. Test that is chosen by the writer for collecting the data is by multiple choice test consists of 20 questions.

D. Technique of Collecting Data

1. Pre-Test

Pre-test is conducted to find out the students ability and scores before the treatment is given in experimental group. In this step, the researcher will ask the students to answer the questions of narrative text without giving any explanation before. This step is done in the beginning of lesson before the teacher explains more about the material of the lesson. And the test that is given by the researcher in experimental group will be same with the test in control group.

2. Treatment

After conducting the pre-test, the researcher conducts the treatment. The experimental group and control group will be taught the same materials but different ways. The treatment of using Small Group Discussion method is treated to the experimental group. The

conventional Discussion.

3. Post-Test

Post-test is given in experimental position again. The final test to the again. The test them a post- test

E. The Technique

To find comprehension using t-test. A

$$t = \frac{\bar{x} - \bar{y}}{\sqrt{\frac{s^2}{n}}}$$

Note:

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IV. Research

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V. Conclusion

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conventional method treated to the control group or taught without using Small Group Discussion.

3. Post-Test

Post-test is conducted to find out the students ability and scores after the treatment is given in experimental group. In this step, the researcher asks the students to take back position again based of the sketch classroom. Then, the researcher gives the test again as the final test to the students, which is answering by their ability without doing the discussion again. The test in post-test will be same with the test in pre-test. And the researcher gives them a post- test in order to find out the result whether the technique was success or not.

E. The Technique of Analyzing the Data

To find out the effect of small group discussion method on students' reading comprehension at grade tenth, the difference of mean score of two groups are collected by using t-test. Arikunto (2010:354) defined that the formula of t-test as follows:

$$t = \frac{Mx - My}{\sqrt{\left[\frac{\sum X^2 + \sum Y^2}{Nx + Ny - 2} \right] \left[\frac{1}{Nx} + \frac{1}{Ny} \right]}}$$

Note:

- M = Mean of experimental group
- My = Mean of control group
- x = Standard deviation of experimental group
- y = Standard deviation of control group
- Nx = Total number samples of experimental group
- Ny = Total number samples of control group

IV. Research Finding

The researcher finds that, there are the effects of using small group discussion method on students' reading comprehension in teaching narrative text in experiment group as followings:

- a. The highest score in the post test is 85 and the lowest score is 55. And in pre-test gets the highest score is 75 and the lowest score is 40.
- b. The total score for the pre test is 2565 and the total score for post test is 3100.
- c. The last, the score of Mean in pre test is 64.125 and the score of Mean in the post test is 77.5.

The research finds that there are effects of without using small group discussion method (conventional method) on the students' reading comprehension in teaching narrative text. We can see in control group gets:

- a. The highest score in the post test is 80 and the lowest score is 35. And the pre test gets the highest score is 75 and the lowest score is 35.
- b. The total score for pre test is 2250 and the totals score for the post test is 2610.
- c. The last, the score of Mean in the pre test is 56.25 and the scores of Mean for post test is 65.25.

V. Conclusions

From the calculation above, the researcher can conclude that mean for teaching by using of small group discussion method, $\bar{X} = 77.5$, is higher than mean for teaching without using small group discussion method (conventional method), $\bar{X} = 65.25$. So we can conclude that the using of small group discussion method had a significant effect on the students' reading comprehension. So, the alternative hypothesis (H_a) is accepted. In other words, the null hypothesis (H_o) is automatically refused. It means that there is a significant effect in using

small group discussion method on the students' reading comprehension in teaching narrative text to improve students' reading comprehension.

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