VISI

The Analysis Of Basic Sentence Patterns Inwriting Used By
The First Semester Student In English Department Of
Nommensen HKBP University Academic Year 2017/2018
Fenty Debora Napitupulu

Pengaruh Sosialisasi Perpajakan, Pengetahuan Perpajakan
Dan Sanksi Pajak Terhadap Kepatuhan Wajib Pajak Orang Pribadi
Yang Melakukan Pekerjaan Bebas Pada KPP Pratama Medan Timur
Magdalena Judika Siringoringo

Analisis Materi Pengajaran Guru Sekolah Minggu HKBP Tahun 2017
Terhadap Pertumbuhan Iman Anak-anak Di HKBP Petra Pematangsiantar
Sunggul Pasaribu, M.Pd.K

Analisis Perencanaan Penganggaran Program Kesehatan Ibu dan Anak (KIA)
Terhadap Pencapaian MDGS di Dinas Kesehatan
Kabupaten Mandailing Natal Tahun 2015
Mawaddah, SKM.,M.Kes

Analisis Faktor Yang Berhubungan dengan Rendahnya Pemberian Imunisasi DPT
di Desa Gunung Tua Julu Kecamatan Panyabungan
Kabupaten Mandailing Natal Tahun 2016
Nikmah Choiriah Parinduri, SST.,M.Kes

Pengaplikasian Media Pembelajaran Berbahasa Mandarin Berpengaruh Pada
Pengucapan Serta Pelafalan Pada Anak TK Wiyata Dharma Medan
Chyntia Hualangi, S.Kom.,MTCSOL

Minat Belajar Bahasa Mandari di Era Globalisasi
Darmawan Wijaya, S.S.,MTCSOL

The Effect of Using Small Croup Work Technique on Students'Reading
Comprehension at The First Semester of English Department Students
Nenni Trianan Sinaga

Majalah Ilmiah
Universitas HKBP Nommensen

Majalah Ilmiah
Universitas HKBP Nommensen

THE EFFECT OF USING SMALL GROUP WORK TECHNIQUE ON STUDENTS' READING COMPREHENSION AT THE FIRST SEMESTER OF ENGLISH DEPARTMENT STUDENTS

Oleh

Nenni Triana Sinaga
Dosen Pendidikan Bahasa Inggris
FKIP Universitas HKBP Nommensen

Abstract

The students are difficult to understand the reading comprehension because they do not know what techniques to understand the texts. The technique of this research used the Small Group Work Technique to improve the students' capabality in reading comprehension. The purpose of this research is to know the effect of using small group work technique on students reading comprehension. This research was done at HKBP Nommensen University with the population all of the students in the first semester of English Department. The number of populations are 154 students which the samples are 39 students. The method of this research used the experimental research. The instrument of this research was the multiple choice tests. The research design used pre - test and post - test. The t-test result in data analysis was proved the value of $t_{observed}$ higher than t_{table} (0,99> 0,125). It means the alternative hypothesis was accepted. The result of experimental group was 50-70 with mean score was 60,26 in pre-test and post test' score was 75-95 with mean score was 83,42. The control group was 45-70 with the mean score was 54,73 in pre-test and the score of post test was 60-80 with the mean score was 70,26. The conclusion is that the mean score of students in experimental group was rise than control group. It means that the alternative hypothesis (Ha) was accepted and there is a significant effect of using small group work technique on the students' reading comprehension at the first semester of English Department Students.

Keyword: Small Group Work Technique, Reading Comprehension, English Department Students.

1. INTRODUCTION

1.1. The Background of Study

Reading is very important to the English Learner. Lecutre should be plan all lessons with the intention of helping the students become skill readers. According to Moore (1999:380), reading is a complex skill that takes years to truly master. If lectuers expect students to reach the desired level of competence in their subject, they must address their students to read and learn through reading.

Base on the explanation above, the lecture should have good technique in teaching reading. There are some tehnique in teaching English which are whole class grouping, students on their own (individuals), ringing the changes, pair work, small group work. One of them is small group work technique in teaching English reading comprehension. Small group work consists of three students in the class room work together to discuss the materials. Each group will develop and the group should have purpose and students should be work together to achieve the goal. The goal brings the group together. They can communicate and learn one each other about the reading comprehension. Besides that, small group work technique has a consisten and educationally significant effect on students reading comprehension. A most of students think that English reading is difficult, using small group work technique in teaching larning process can solve the student problem in reading comprehension. Based on the explanation above, we can get conclusion that the researcher need to do the research with the title *"The Effect of Using Small Group Work Technique on Students' Reading Comprehension at the first Semester of English Department Students"*.

1.2. The Problem of the Study

The researcher formulated as the problem of the study is: "is there any significant effect of small group work technique on student's reading comprehension?"

1.3. The Objective of the Study

To find out the significant affects of the small group work technique to achievement in reading comprehension.

1.4 The Scope of the Study

The researcher focuses on application using of small group work technique on the students to comprehend the text about level of reading comprehension.

1.5. The Significance of the Study

The aim of this study is to know about reading comprehension and the researcher hopes this study gives advantages to any who read it.

The first : to the researcher to increase the quality of students in reading comprehension and to make the students more interest, to be more active in reading comprehension especially in the small group work technique. **Second** : to the reader who are students in English Department, that the result of the study is expected to be useful for them to develop their English, as references in their thesis.

1.6. REVIEW OF RELATED LITERATURE

Theoritical Framework

Research is a special kind of inquiry, since not all inquiry is based on data collection and analyisis. The research considered as a scientific way to discover new fact to get additional information. In doing a research, it is very important to clarify terms that related to the study in order to have the same perspective of the implementation in the field. The terms fuction to give a concept that is specially mean in the particular context. In this case, the researcher is going to elaborate the terms those are importants for the purpose of this study.

Definition of Technique

According to Brown (2001:14), technique is the specific activities manifested in the classroom that were consistent with a method and therefore were in harmony and therefore were in harmony with an approach well. Techniques could include playing baroque music while reading a passage in the foreign language, getting students to sit in the yoga position while listening a list of words, or having learners adopt a new name in the classroom and role play that new person.

The techniques are the behavioral manifestation of the principles in other words, the classroom activities and procedures derived from an application of the principles. It will presently be seen that a given technique may well be associated with more than one method. If two methods share certain principles, then the techniques that are the application of these principles could well be appropriate for both methods.

Definition of Small Group Work Technique

Accordingto Harmer (2001: 117), small group work technique is the small number of the students consists of three to five which may give the chance many times to students to be active in changing their ideas and the lecture may involve in the discussion that is strickt necessary. The lecture should consider not only before the activity is started but also during and after it.

Advantages and Disadvantages of Small Group Work Technique

According to Harmer (2001:117), mentions the advantages and disadvantages of small group work technique: **Advantages**; Small group work dramatically increases the amount of talking for individual student, Small group works are more than two people in the group, Small group work encourages broader skills of cooperation and negotiation, and yet is more private than work in front of the whole class. It promotes learner autonomy by allowing students to make their own decisions in the group without being told what to do by the lecture, although we do not wish any individuals in groups to be completely passive, nevertheless students can choose their level of participation more readily than in whole class situation. **Disadvantages of Small Group Work:** It is likely to be noisy. Some lectures feel that they lose control, and the whole class feeling which has been painstakingly built up may dissipate when the class is split into smaller entities. Not all students enjoy it since would prefer to be focusing the lectur's attention rather than working with their peers. Individuals may fall into group roles that become fossilised, so that some are passive where as others may dominate.

Grouping Students

Grouping students is to do a group activity with students and then, when it is over, ask them to write or say how they felt about it (either in English or their own language). Students show a marked initial to working in groups, through organising a successful activity demonstration and discussion, to strike the kind of bargain.

Concept of Reading Comprehension

Reading comprehension must have concept to teach the students. The important parts that is needed in reading comprehension will explain as following: According to Heilman (2005:1), preparing to teach children reading in today schools is a big responsibility. The task of using certain material, of covering material, of meeting individual needs, of ensuring all children are literate, and of fostering independent learning is certainly not one for timid souls. Reading is useful for other purpose too any exposure to English (provided students understand it more or less) is a good thing for language students. Reading text also provides opportunities to study language: vocabulary, grammar, punctuation, and the way we construct sentences, paragraphs and text (Harmer, 1998:68).

Content Reading Strategies

According to Moore (1999:388), comprehension is the key to reading to learn. Strategies used in promoting this comprehension of text can be organized around the concept that you should implement appropriate strategies before, during, and after reading assignments.

Before Reading Strategies: Comprehension of text is dependent on the interaction of reader with the text, it is essential that the reader become aware of what he or she already knows about the subject before beginning to read. **During Reading Strategies:** Helping your students complete their reading assignments successfully during reading begins with recognizing the purpose for reading. That purpose can be set by you or by students themselves when they ask the question" what do the lecturer to know?" students should be led to" confirm or redefine predictions, clarify ideas, construct meaning for each segment of information. **After Reading Strategies:** What you do with students after reading is equally as important as what you do both before and during reading, yet the activity used most frequently after reading is simply an independent student activity or a group preview. The independent activity typically consist of answering selected questions at the end of the chapter, and the reviews are often strictly lecuter centered, which tends to engender responses from students that are less than enthusiastic.

Level of Reading

According to Moore (1999:382), reading ability often varies greatly among middle and secondary school students. In fact, students in a single classroom may vary by as much as eight years in the graded reading levels. According to Betts (quoted by Moore, 1999:382), established way of considering the variation in reading ability within the student according to four reading levels, they are:

1. Independent level is the highest level, the student reads fluently and with excellent comprehension.
2. Instructional level is the highest level of which students can make progress in reading with instructional guidance.
3. Frustration level is the level at which students are unable to pronounce many of the words and are often unable to comprehend the material satisfactory.
4. Listening capacity is the level at which students can understand material that is read aloud. This level is also known as the potential level, because it represents the level at which students would have no problem with comprehension if they could read fluently.

Reading Comprehension

According to Heilman (2005:237), comprehension is a multifaceted process affected by a variety of factors. Reading instruction is to foster in each youngster the ability to understand our printed language. The comprehension process is the realization that is an internal, mental process that cannot be observed or studied directly. Many investigators relate

reading to thinking and argue that both reading and thinking are inseparable in understanding our printed language. According to Heilman (1981:246),There are three level of reading comprehension. The following levels of comprehension. Call tells us about how far the students understand about reading material and which level that has been achieved. **Literal comprehension:** Understanding the ideas and information explicitly stated in the passage. **Interpretative comprehension:** Understanding of ideas and information not explicitly stated in the passage. **Critical comprehension:** Analyzing, evaluating, and personally reacting to information presented in a passage.

Conceptual Framework

As the theoretical frame work, reading is process of getting meaning by combining information from a text and background knowledge. So, meaning of the text will be important in order to get the comprehension of the text, comprehension is the goal of reading. To get the meaning of the text, we must combine background knowledge and information from a text. A Student, who was good background knowledge, must be helpful to comprehend a text. The problem is what about the student who has less background and knowledge. lecturer should be tried to help them, and make a student who has good background knowledge more valuable.

Hypothesis

Hypothesis is a temporary answer to the problem till proven through research data collected (Arikunto, 2006:71). According to Panjaitan (2012:101), hypothesis can be interpreted as an answer to a temporary or suspected that the truth will be tested through analysis of data obtained. According to Arikunto (2006:73), there are two kinds of hypothesis that used in the research. They are:

1. Working hypothesis (Alternative hypothesis) in brief "Ha". The meaning of "Ha" there is relationship or effect between the variable X and Y.
2. Null hypothesis in brief "Ho". The meaning of "Ho" there is no relationship or effect between the variable X and Y.

So, hypothesis of this research can be formulated as follows:

Ha : There is the effect Small group work technique on students reading comprehension.

Ho : There is no the effect Small group work technique on students reading comprehension.

II.   RESEARCH METHOD
2,1.   Research Design

The research designed is experimental research. "Experimental research design is the blue print of the procedures that enable the researcher to test hypothesis by reaching valid conclusions about relationships between independent and dependent variables" (Best, 1981:68). According to Best (1981:68), there are two kinds of variables which are: **The independent variables** are the conditions or characteristic that the experimenter manipulates in his or her attempt to certain their relationship to observed phenomena. **The dependent variables** are the condition or characteristics that appear, disappear, or change as the experimenter, introduces, removes, or changes independent variables.

This research has two variables. Independent variable is small group work tehnique and dependent variable is reading comprehension. This research use of two groups of the student: namely *experimental group* and *control group*. Experimental group is the group that received the treatment by using smal group work tehnique. And the researcher gives two kinds of test namely pre-test and post-test for different group.

Research Design

Group	Pre-test	Treatment	Post-test
Experimental	X	✓	X_2
Control	Y	-	Y_2

Where: X   = Pre-test of the experimental group, Y   =Pre-test of the control group, X_2 =Post-test of the experimental group, Y_2 =Post-test of the control group, =Teaching reading using smal group work tehnique
-      =Teaching reading using conventional method

2.2.   Time and Place of The Research

This research was conduct at the first semester of English department students. The time of the research is on December 2017-January 2018.

2.3.   Population and Sample

The researcher has explain about the population and sample, to get more the explanation we can read in bellow: **Population** According to Arikunto (2006:130), population is all subject of research. The population of the research is all the first semester of English department students. The population consists of 130 students which are three classes of group A : 55

Treatment for Experimental Group

NO	Teacher Activities	Student Activities
1	Greet the students	The students greet the lecturer
2	Check the students attendence.	Listen to the lecturer
3	Gave pre- test	The students answer the question of the text
4	The lecturer ask the students to make group are diveded into 4 groups (level reading and grouping students), The lecturer make a number of teams divided into four students each group consist of four student. The lecturer introduced and socialized the topic of the lesson	The students make the group The students then are divided a team consists of four students The students listen carefully to explanation
5	The lecturer read the text and ask the students to repeat it, Then the lecturer explains the first step is what dealing with the author view point based on the text	The students repeat the lecturer reading, The students listen the lecturer expanation, After the lecturer explains it, the students give the argument what the author is saying in the text.
6	Gave the direction related to the post test, Gave post test.	Students listen to the lecturer Students answer the post test

students, group B: 48 students and group C: 50 students. **Sample** is partially or representative of the population research (Arikunto, 2006:131). This research uses a random sampling system. According to Panjaitan (2006:134) random sampling is a sample that selected randomly where every member of the population has an equal chance to become the research sample.

According to Arikunto (2006:134), sample is chosen from all of the population, if the subject less than 100, it is better to take all be sample in this research, then if the subject more than 100, it can take 10% - 15%, or 20% - 25%, or more is sample in this research. Based on the statement above, the total of students are more than 100 students. There for, the researcher choose 20%-25% from all group. So the total of the sample are 38 students. The experimental group 19 students and the control group 19 students too.

2.4. The Instrument for Collecting Data

The instrument for collecting data in this study is reading comprehension test. In collecting data, pre-test and post-test were conducted to both the experimental and control group. The tests were Taken from the text give by the researcher. The multipe choice test consisted of 20 items, each correct answer score 1 so the highest score is 20. And each incorrect answer is give 0 score.

2.5. The Procedure of Research

The procedure use in the research is a Test. Test is used to measure the skills, intelligence knowledge, ability or talent possessed by individual or group (Arikunto, 2006:150). Test use in this research is pre-test and post-test.

Pre-test

Pre-test is a test or training before given a material to students. The purpose of the pre-test is to determine early in students ability to answer question and to know the different of the score between experimental group and control group.

Treatment

Treatment is use to experimental group and control group. Experimental group, the researcher taught by using small group work tehnique.

reading comprehension. According to Arikunto (2006:311), the formula of the t_{test} as the following:

$$t = \frac{mx - my}{\sqrt{\left[\frac{\Sigma x^2 + \Sigma y^2}{Nx + Ny - 2}\right] + \left[\frac{1}{Nx} + \frac{1}{Ny}\right]}}$$

Where: M_x = the mean of experimental group, M_y = the mean of control group, $\sum x^2$ = the standard deviation of experimental grou, $\sum y^2$ = the standard deviation of control group, N_x = the total of samples of experimental group

N_y = the total of samples of control group

III. DATA ANALYSIS AND FINDINGS
3.1. Data

This study consists of the data obtained was put in the tables and was conducted by organizing the quantitative data, represents four kinds of data analysis and finding, they are: The result of the Pre - Test and Post - Test of the Control and Experimantal Group. The following are the scores of the students of the pre–test and post–test groups . The scores are displayed in the table:

The Score of the Pre–Test and post–Test of the Control Group

No	Students' Name	Score pre-test	Score post- test
1	Aprianti Simanullang	60	70
2	Endang Suryani	55	75
3	Ester Stevani Nadeak	50	80
4	Sindy Agita Br Ginting	50	75
5	Cindi Pramita Br. Barus	50	60
6	Mesy Megawati	50	70
7	Leminer Pardosi	60	75
8	Marlina Sianturi	45	60
9	Rut Apriana	50	60
10	Sely Margaret Sitohang	60	75
11	Elpri Agustina Sitompul	65	80

12	Kristin Simaremare	60	60
13	Betti Esliana	65	80
14	Megawati Junisia	45	60
15	Debby Christin Gulo	55	60
16	Sofhia Ranti Siregar	70	80
17	Astri Malau	60	70
18	Natty Julyanti Pandiangan	55	75
19	Ulfa Sinaga	50	80
Total		1.005	1.345
Mean		**52,8**	**70.78**

From table 4.1, it can be seen that in the control group, the highest score of the pre–test was 70 and lowest 45, while the highest score of the post-test was 80 and the lowest was 60. Based on this criteria scoring of the test, it was obvious that: There was 2 students got score 45 in pre-test, it was categorized *"Very bad"*. There was 5 students got score 50 in pre-test, it was categorized *"Bad"*. There was 6 students got score 55, there was 5 students got score 60, there was 1 student got score 65 in pre-test, it was categorized *"Good enough"*. There was 1 student got score 70 in pre-test, it was categorized *"Good"*. There was 6 students got score 60 in post-test, it was categorized *"good enough"*. There was 3 students got score 70, there was 5 students got score 75 in post-test, it was categorized *"good"*. there was 5 students got score 80 in post-test, it was categorized " *very good"*

Treatment for Control Group

No	TEACHER ACTIVITIES	STUDENT ACTIVITIES
1	Greet the students	The students great the lecturer
2	Check the students attendence	listen to the lecturer
3	Gave pre test	The students answer the questions of the text
4	The lecturer give the students the reading text introduced and socialized the topic, The lecturer asked them read and found the difficult words. The lecturer asked then one by one.	Students listen carefully and try to understand the lecturer explanation. The students read the text and find the difficult word carefully.
5	The lecturer then disscused the story with the students, asked them to translated the text order they know what the text about, The lecturer translate the text, give example of the correct pronounciation, The lecturer explained what the story is about and then asked them to do exercise,to answer the questions base on the text	The students try to translate the text carrefully, The students practice their pronounciation based on the lecturer's instruction, The students listen the lecturer explain and answer the exercise base on the text
6	Gave direction related to the post- test	Listen the lecturer
7	Gve post- test	

Post-test

Post-test will performed after the treatment will give to students. The researcher gives the score to experimental group and control group.

From table 4.2, it can be seen that in the experimental group, the highest score of the pre–test was 70 and lowest 50, while the highest score of the post-test was 95 and the lowest was 75.

Based on the criteria scoring of the test, it was obvious that: There was 3 students got score 50, there was 1 students got score 55 in pre-test, there was categorized "**Bad**". There was 7 students got score 60, there was 2 students got score 65 in pre-test, there was categorized "**good enough**". There was 3 students got score 70 in pre-test, it was categorized "**good**".

There was 4 students got score 75 in post-test, it was categorized "**good**". There was 5 students got score 80, there was 4 students got score 85, there was 5 students got score 90, There was 1 students got score 95 in post-test; there was categorized "**very good**".

Data Analysis

The following there are three kinds of data analysis in this research. There are the reability of the test, analysis the data by using T-Test formula, and testing.

The Reability of the Test

The reability of the test the researcher used the Arikunto (2010) by r11 formula. The data of reability test as the following:

The Calculation Score of Try Out Class for Reability

No	Name of Students	Score (x)	Score (x^2)
1	Dona Novelia Sinaga	16	256
2	Eviana Girsang	16	256
3	Finta Romauli Pakpahan	14	196
4	Romian Julisda	19	361
5	Windya Roni Simamora	16	256
6	Lili Fanny Saragih	15	225
7	Gracia Eunike	14	196
8	Fanny Siagian	13	169
9	Octavia Sitompul	14	196

The score of the Pre–Test and Post–Test of the Experimental Group

No	Students' Name	Score pre–test	Score post–test
1	Dona Novelia Sinaga	60	75
2	Eviana Girsang	50	80
3	Finta Romauli Pakpahan	70	90
4	Romian Julisda	60	85
5	Windya Roni Simamora	60	90
6	Lili Fanny Saragih	65	95
7	Gracia Eunike	60	85
8	Fanny Siagian	65	80
9	Octavia Sitompul	60	80
10	Pesta Novita Nababan	50	75
11	Romauli Sormin	50	75
12	Winda Br Harahap	60	85
13	Hot Uli Malau	60	90
14	Berliana Oktavia	70	85
15	Seprima Marpaung	70	90
16	Rosanna Marpaung	55	80
17	Maria Magdalena	60	75
18	Rosi Krisdayanti	50	80
19	Winda Yuliana Matondang	70	90
Total		1.205	1.410
Mean		63.42	74.21

Scoring of the Test

In scoring the test, the researcher gave the score in pre-test and post-test to experimental group and control group. The researcher will use score from 0 – 100 to experimental group and control group. Criteria of scoring test as the following:

$$S = \frac{R}{N} \times 100$$

Where: S = Score of the test, R = Number of correct answer, N = Number of item

Criteria of Scoring Test

SCORE	LETTER	CATEGORIZE
80 – 100	A	VERY GOOD
66 – 79	B	GOOD
56 – 65	C	GOOD ENOUGH
46 - 55	D	BAD
Less than 45	E	VERY BAD

Validity and Reliability of the Test

Validity and reliability show how qualities of the test. According to Best (1981:197), there are two parts before to analysis data as following:

Validity

There are three types of validity. They are content validity, construct validity, criterion-related validity.

1. Content validity is based upon careful examination of course textbooks, sylable, objectives and the judgments of subject matter specialists.
2. Construct validity is the degree to which score can be accounted for by the explanatory constructs of a sound theory.
3. Criterion-related validity is a broad term refers to different criteria of time frame in judging the usefulness of a test.

Releability: A test is reliable to the extent that it measure consistently, from one time to another. In tests that have a high coefficient of reliability, errors of measurement have been deducted to a minimum.

Data Analysis

In this data analysis, experimental group and control group compared by applying the test to know the effect of small group work technique on

10	Pesta Novita Nababan	19	361
11	Romauli Sormin	19	361
12	Winda Br harahap	16	256
13	Hot Uli Malau	14	196
14	Berliana Oktavia	11	121
15	Seprima Marpaung	12	144
16	Rosanna Marpaung	15	225
17	Maria Magdalena	16	256
18	Rosi Krisdayanti	16	256
19	Winda Yuliana	14	195
Total		**289**	**4483**
Mean		**15,21**	

Based on the table 4.3 above before calculating the reability of the test the researcher search of mean and varians formula of the try out first. The calculation of the mean and varians formula is started as follows:

The Mean Score of Try Out Class

$$M = \frac{\Sigma x}{N} \qquad M = \frac{289}{19} \quad M = 15,21$$

Varians Formula

$$V = \frac{\Sigma x2 - \frac{\Sigma(x)2}{N}}{N}, V = \frac{4483 - \frac{(289)2}{19}}{19}, V = \frac{4483 - \frac{83.521}{19}}{19}, V = \frac{4483 - 4.395}{19}, V = \frac{88}{19}$$

$$V = 4.63$$

Based on the data above after the value of mean and variant formula calculated, the researcher wants to calculate the reability of the test by used Arikunto (2010) r11 formula. The value of reability of the test can be seen in the following:

$K = 20 \qquad M = 15{,}21 \qquad\qquad V_t = 4.63$

$$r11 = \left(\frac{k}{k-1}\right)\left(1 - \frac{M(k-M)}{k.vt}\right)$$

$$r11 = \left(\frac{20}{20-1}\right)\left(1 - \frac{15{,}21(20-15{,}21)}{20(4.63)}\right)$$

$$r11 = \left(\frac{20}{19}\right)\left(1 - \frac{15{,}21(4{,}79)}{92.6}\right), r11 = \left(\frac{20}{19}\right)\left(1 - \frac{72.85}{92.6}\right)$$

$$r11 = 1{,}05(1 - 0{,}786), r11 = 1{,}05\,(0{,}214), r11 = 0{,}2247$$

From the data, it is obtained that reability of the test was 0,2247. According to Arikunto (2003:75) the reability of a test is considered as the following:

0,800 – 1,00	reability is very high
0,600 – 0,800	reability is high
0,400 – 0,600	reability is sufficient
0,200 – 0,400	reability is low
0,00 – 0,200	reability is very low

So, it means that the reability of the test in this research was 0, 2247. It means that the reability of test is low.

Analyzing the Data by Using T – Test Formula

From the result of the tests, as shown before, a calculation is made to find out whetever the small group work technique has significant effect on students reading comprehension. The formula is :

$$t = \frac{mx - my}{\sqrt{\left[\frac{\Sigma x^2 + \Sigma y^2}{Nx + Ny - 2}\right] + \left[\frac{1}{Nx} + \frac{1}{Ny}\right]}}$$

The Calculation of T – Test Control Group

No	Pre–test (Y1)	Post–test (Y2)	Deviation (d)	Squared deviation (d²)
1	60	70	10	100
2	55	75	20	400
3	50	80	30	900
4	50	75	25	625
5	50	60	10	100
6	50	70	20	400
7	60	75	15	225
8	45	60	15	225
9	50	60	10	100
10	60	75	15	225
11	65	80	15	225
12	60	60	0	0
13	65	80	15	225
14	45	60	15	225
15	55	60	5	25
16	55	70	15	225
17	60	70	10	100
18	55	75	20	400
19	50	80	30	900
Total	1040	1335	295	5625
Mean	54,73	70.26		

Frist the researcher calculate the mean and deviation of control group before calculate the test. The mean of the control group as following:

$$My = \frac{\Sigma y}{NY}, \ My = \frac{295}{19} \quad My = 15.52$$

The deviation of the control group is $\Sigma_y 2 = \quad \Sigma_y 2 - (\frac{\Sigma y}{Ny})^2, = 5.625 -$
$(\frac{295}{19})^2 = 5.625 - (\frac{87.025}{19}) = 5.625 - 4.580 = 1.045$

From the calculation result, it is obtained that the mean of control group is 15.52 and the deviation 1.045. Then the researcher calculate the mean and deviation of Experimental group, the data calculation can be seen in the following table:

The Calculation of T - Test Experimental Group

No	Pre – test (X1)	Post – test (X2)	Deviation (d)	Squared deviation (d²)
1	60	75	15	225
2	50	80	30	900
3	70	90	20	400
4	60	85	25	625
5	60	90	30	900
6	65	95	15	225
7	60	85	25	625
8	65	80	15	225
9	60	80	20	400
10	50	75	25	625
11	50	75	25	625
12	60	85	25	625
13	60	90	30	900

14	70	85	15	225
15	70	90	20	400
16	55	80	25	625
17	60	75	15	300
18	50	80	30	900
19	70	90	20	400
Total	1.145	1.585	**425**	10.150
Mean	60.26	83,42	**22.36**	**644**

First the researcher calculate the mean and deviation of experimental group before calculate the – test. The mean of the control group as following:

$$Mx = \frac{\Sigma x}{Nx} \qquad Mx = \frac{425}{19} \qquad Mx = 22,36$$

The deviation of the experimental group is

$$\Sigma_x 2 = \Sigma_x 2 - (\frac{\Sigma x}{Nx})^2 = 10.150 - (\frac{425}{19})^2 = 10.150 - (\frac{180.625}{19}) = 10.150 - 9.506 = 644$$

From the calculation result, it is obtained that the mean of experimental group is 22,36 and the deviation 644.

From the both group calculation result above, it is obtained that

$$t = \frac{mx - my}{\sqrt{[\frac{\Sigma x^2 + \Sigma y^2}{Nx + Ny - 2}] + [\frac{1}{Nx} + \frac{1}{Ny}]}}$$

$$t = \frac{22.36 - 15.52}{\sqrt{[\frac{644 + 1045}{19 + 19 - 2}] + [\frac{1}{19} + \frac{1}{19}]}}$$

$$t = \frac{6.84}{\sqrt{[\frac{1689}{36}] + \frac{2}{19}}}$$

$$t = \frac{6.84}{\sqrt{46.91 + 0,105}} \qquad t = \frac{6.84}{\sqrt{47.06}} \qquad t = \frac{6.84}{6,88} \qquad t = 0.99$$

3.2. Testing Hypothesis

The basis of testing the hypothesis is H_a is accepted if the $t_{observed}$ > t_{table}

In this research, the calculation of the value by using t-test for degree of freedom (df) 36 at level significant 0,125 where the $t_{critical value}$ is 0.99. The result of computing the t-test shown that the $t_{observed}$ is higher than t_{table} or we can see as follows: $T_{observed}$ > t_{table} (0,125) with df 36, 0,99 > 0,125) with df 36

After that, there is conclusion that the alternative hypothesis (H_a) is accepted. It means that, there is significant effect of using small group work technique on students reading comprehension of students at English Depatment.

3.3. The Research Findings

Based on the result of the t-test in data analysis above, the hypothesis is proved the value of $t_{observed}$ is higher than t_{table} (0,99> 0,125) and degree of freedom (df) = $N_x + N_y - 2 = 36$. It means that the alternative hypothesis was accepted. Based on the result of data analysis that score of pre-test in experimental group 50 until 70 to reach of mean score 60.26 and score post test in experimental group 75 until 95 to reach of mean score 83,42 and score of pre test in control group 45 until 70 to reach of mean score 54,73 and score of post test in control group 60 until 80 to reach of mean score 70.26. After that can be see the conclusion of mean score of the students in experimental group was rise than control group.

IV. CONCLUSION AND SUGGESTION
4.1. Conclusion

Result of the t-test in data analysis above, the hypothesis is proved the value of $t_{observed}$ is higher than t_{table} (0,99> 0,125) and degree of freedom (df) = $N_x + N_y - 2 = 36$. It means that the alternative hypothesis was accepted. Based on the result of data analysis that score of pre-test in experimental group 50 until 70 to reach of mean score 60,26 and score post test in experimental group 75 until 95 to reach of mean score 83,42 and score of pre test in control group 45 until 70 to reach of mean score 54,73 and score of post test in control group 60 until 80 to reach of mean score 70,26. After that can be see the conclusion of mean score of the students in experimental group was rise than control group. Based on the explanations above, it means that the alternative

hypothesis (Ha) accepted. It means that there is a significant effect of using small group work technique on the students' reading comprehension in at the first semester of English Department Students.

4.2. Suggestion

In relation to the conclusion above, suggestions are staged as the following:

1. It is better that the english lecturer should be use small group work technique in teaching reading comprehension as the alternative in teaching method.

2. It is suggested to the the lecturers to enrich teaching process, especially using small group work technique as it can give significant effect on students' reading comprehension.

3. Both lecturer and students should be ready cooperate small group work technique so that they can increasing the teaching learning process.

REFERENCES

Arikunto, S. 2003. *Dasar Dasar Evaluasi Pendidikan*. Jakarta: PT Bumi Aksara.

_____, S. 2006.*Prosedure Penelitian*. Jakarta:Rineka Cipta

_____, S. 2010. *Prosedure penelitian*. Jakarta: rineka cipta

Best, J.W. (1981). *Research in Education* (4th ed.). United States of Amarica: Prentice-Hall.

Brown, H.D. (2001). *Teaching by Principles: An Iteractive Approach to Language Pedagogy*(2nd ed.). Addison Wasley: Longman.

Grabe and Stoller. (2002). Purpose for Reading. www.purposeofreading.htm 13th April 2013 at 19:45 pm

Harmer, J. (1998). *How to Teach English: An Introduction to the Practice of English Language Teaching*. Addison Wesley: Longman.

Harmer, J. (2001). *The Practices of English Language Teaching* (3th ed.). Malaysia: Longman.

Heilman, A.W. (1981). *Practices Teaching Reading* (5th ed.). United States of America: Abell and Howell Company.

Moore,K.D. (1994). *Middle and Secondary School Instructional Methods* (2nd ed.). East Central University Singapure: Mc Graw- Hill.

Nunan, D. (1999). *Second Language Teaching & Learning*. University of Hongkong : Heinle and Heinle Publisher.

Panjaitan, B and Panjaitan,K. (2012). *Operasional Prosedur Penelitian*. Medan: Poda.