

## **The Teaching Reading Comprehension Through Small Group Discussion At The Eighth Grade Students Of Smp Negeri 3 Parepare**

**Megawati**

*Universitas Muhammadiyah Parepare*

[Megawati2502@gmail.com](mailto:Megawati2502@gmail.com)

### **ABSTRACT**

Based on the result of research observation, the researcher found that the student's reading ability is still low. It was caused by the effect of less strategy in teaching, for this reason the students confuse how to get specific information from the reading text easily. For this reason, Small Group Discussion strategy. In this case, Small Group Discussion is a strategy that able to guide the students in recording the information related to the elements of the text. Then, the objective of this research is to find out whether or not the use of Small Group Discussion able to improve the student's reading comprehension of the eighth grade students of SMP Negeri 3 Parepare. The researcher applied quasi-experimental, with two ground pre-test and post-test. The samples were taken by cluster random sampling that consisted of 60 students that taken from two classes of the population at the eighth grade students of SMP Negeri 3 Parepare. One class as an experimental class and the other one as an control class.

The result of the research the use of Small Group Discussion improved the students reading comprehension of SMP Negeri 3 Parepare. It is proved by the result of the statistical analysis by using manual calculation where the significant value of pre test ( 1.14 ) was lower than the level of significant ( 2.000 ). and post test ( 4.70 ) was higher than the level significant ( 2.000 ). Those indicated that  $H_1$  was accepted and  $H_0$  was rejected. It means that Small Group Discussion can Improve the reading comprehension of the eighth grade students of SMP Negeri 3 Parepare.

**Keyword : Reading Comprehension, Small Group Discussion.**

### ABSTRAK

**Megawati**, 2018. *Pengajaran kemampuan membaca menggunakan diskusi kelompok kecil pada kelas 8 SMP Negeri 3 Parepare*. Di bimbing oleh Amaluddin and Nasrullah.

Membaca adalah suatu proses interaktif dan berfikir untuk mentransfer tulisan yang bermakna dalam hal penyampain pesan berkomunikasi antara penulis dan pembaca. Ketika melakukan observasi di SMP Negeri 3 Parepare, Peneliti menemukan bahwa kemampuan membaca siswa masih rendah. Nilai rata rata siswa adalah 44. Hal ini dikatagorikan kurang dan masih terlalu jauh dari nilai standard minimum yaitu 75. Hal ini disebabkan oleh efek kurangnya strategy dalam mengajar. Oleh karena itu siswa bingung tentang bagaimana cara memperoleh informasi yang rinci dari text dengan bacaan dengan mudah. Dengan alasan ini, diskusi kelompok kecil diharapkan dapat memecahkan masalah tersebut. Dalam hal ini small group discussion merupakan starategi yang dapat membimbing siswa dalam memperoleh informasi terkait dengan elemen elemen sebuah teks terutama teks deskriptife. Kemudian tujuan penelitian ini adalah untuk mengetahui apakah menggunakan strategi diskusi kelompok kecil mampu meningkatkan membaca atau tidak pada siswa kelas delapan SMP Negeri 3 Parepare.

Peneliti menggunakan metode kuasi-eksperimen dengan desain dua kelompok test awal dan test akhir. Sampel penelitian diperoleh melalui teknik cluster random sampling yang terdiri dari 60 siswa dari dua kelas yang diambil dari populasi siswa pada kelas delapan SMP Negeri 3 Parepare yang diambil sebagai kelas experimental dan kelas yang lain sebagai kelas control kelas. Instruments penelitian ini terdiri dari 10 essai dan 10 pilihan ganda.

Hasil penelitian menunjukkan penggunaan diskusi kelompok kecil dapat meningkatkan pemahaman membaca siswa kelas delapan SMP Negeri 3 Parepare. Hal ini dibuktikan dengan hasil analisis statisik dengan menggunakan aplikasi manual calculating dengan menerapkan perhitungan t-test di mana nilai signifikan pre test (1.14) lebih rendah di dibandingkan tingkat signifikan (2.000 ) dan post test (4.70) lebih tinggi dari tingkat signifikan (2.000). Hal ini menindikasikan bahwa  $H_1$  diterima dan  $H_0$  di tolak. Hal ini berarti staregi diskusi kelompok kecil dapat meningkatkan pemahaman membaca siswa kelas delapan SMP Negeri 3 Parepare.

**Kata Kunci : Pemahaman Membaca. Diskusi Kelompok Kecil.**

## INTRODUCTION

Reading skill is clearly one of the most important skills in English learning, it can be seen that many instances around the world argue that reading is the most important foreign language skill particularly in cases where students have to read English material for their own specialist subject, but many never actually have to speak the language. Reading is an activity to get the meaning of a text. (Abdollah Keshavarzi 2015) reading skill is one aspect of the four aspects of learning ability in English. In this new paradigm, the curriculum emphasizes the strong relationship between adeptness, and content. Student to read, write, and think critically to the liveliness of independent study. Students learn how to observe, discover and master the content of reading. In English learning, students are trained to understand the reading but reading in English is still a serious problem for most students Indonesia. Much of the current thinking on reading tends to focus primarily on the purpose of the activity, even if reading is done for pleasure it is still purpose. Therefore, reading skill is considered as a very important skill for the eighth grade students of SMP Negeri 3 Parepare to develop their mastery in English proficiency.

Researcher would give solution for improve the reading comprehension of the eighth grade students of SMP Negeri 3 Parepare by using small group discussion. Why the research would use small group discussion to improve reading comprehension of the eighth grade students of SMP Negeri 3 Parepare? Because the researchers have opinion that many students interest with small group discussion. The use of small group work is posited to have a number of advantages over individual practice. Daniel Muijs and David Reynolds, *Effective Teaching Evidence and Practice* (2005:52) "The main benefit of small group work seems to lie in the co-operative aspects it can help foster. One advantage of this lies in the contribution this method can make to the development of pupils' social skills. Working with other pupils may help them to develop their emphatic abilities by allowing them to see others' viewpoints which can help them to realize that everyone has strength and weaknesses". Improve the reading comprehension by using small group discussion can stimulate the students for effective learning.

Based on the observation of the eighth grade students of SMP Negeri 3 Parepare, the researcher found that the skill of students in reading comprehension is still low. It is proved, by the mean score of the students in reading skills is 25 score rate. The score was got from the test block result had been held by their teacher. It means that, they have categories as poor level based on DEPDiknas 2015 classifying of SMP Negeri 3 Parepare in fact, the score is categorized low based on DEPDiknas 2016. It may be

caused by some factors such as students competence is lack, the facility is still incomplete, and teaching's method in reading still dissatisfaction.

Based on explanation above, the reasearcher tries to shed light on the use of small group in teaching reading comprehension under a little considering” The teaching reading comprehension through small group discussion at the eighth grade students of SMP Negeri 3 Parepare”

## METHOD

The method of the research that the researcher apply was quasi experimental design which involved two clases with different treatment, namely experimental class and control class. Where the experimental class received a treatment by using Small Group Discussion while the control was treated through conventional ways or existing learning process. The treatment was carried out in four meeting. The allocation of the time is 90 minutes and the test will be replay at least 3 times while student answer the pre test, the researcher collects and analyzes the student assignment.

## FINDINGS

After calculating the result of the students' pre-test and post-test. Score into percentage, they were then classified into levels, as follows:

### 1. The mean score and standard deviation of students achievement on pre test and post test.

After calculating the result of the students' pre test, the mean score and standard deviation are presented in the following table to find out whether there is significant difference between the pre test and post test.

Table 4.3 : The mean score and standard deviation of the student's achievement on experimental class.

Mean score			
Class	Pre-test	Post-test	Differences of mean score
Experimental class	44.00	68.00	24
Control class	34.00	48.000	14

After calculating the result of the students pre-test and post-test, the mean score of pre-test of both classes are presented in the table 4.3 above, shows that the mean score obtained by the students in experimental class (44.00) was the greater than the control class (34.00); it revealed that the mean score of the pre-test gained by both the classes (experimental and control class) was quite different. In while, the mean score of post-test of both classes are presented in the table 4.3, the mean score obtained by the students in experimental class (68.00) was higher than the control class (48.00). It means that the mean score of the post-test in experimental and control class are different.

The differences of mean score of pre-test and post-test in experimental class (24) was higher. It indicated that the media used by researcher is succeeded in teaching learning process. in while, in control class (14) was quite different. It means that the media used by researcher in control class is not effective than the media used in experimental class.

## 2. Hypothesis testing

In testing the hypothesis, the researcher applied a t-test formula at the level of significance with  $\alpha = 0.05$ . The result of the manual calculation is shown as follows: .

In order to know whether or not there is significant difference between both of groups by comparing between the t-test of the students pre-test with t-table value and post test with t-table value at the level of significance 1671.

Table 4.6 :The result of calculation the t-test of students' pre test, t-test of students post test and t- table is tabulated in table 7 below.

Variable	t-test value	t-table value
Pre test	1.14	2.000
Post test	4.70	2.000

The table shows that the t-test value (4,70) is greater than t-table value (1671) based on this result on this result is concluded that there is significant difference of the students who are through reading comprehension through small group discussion.

## DISCUSSION

This section, the researcher discussed about the result of finding during the researcher. The researcher gave the pre-test students in the experimental class and control class. Pre-test in this resercher was the reading tests in descriptive test to know the prior knowledge of the students before the researcher gave the treatment. Based on the result finding in pre test of experimental class, the researcher found that the students' reading comprehension

was still fair which could be proved by the percentage or frequency where some of students still got fair classification of reading comprehension score. Meanwhile, in control class was almost similar with the experimental class which the students' reading comprehension was good enough which could be proved by the percentage or frequency where some of students got good classification of reading comprehension.

The result of finding about the students' reading comprehension of experimental class and control class showed that the reading comprehension in the both class had improved with the different. In experimental class students score had improved significantly. It is different with the control class who did not improve significantly. It indicated that there was significant difference of the students reading comprehension between experimental class and control class before and after they were taught small group discussion

This research was supported by some research findings; the first was conducted by Fibrina Hanung Siswanti (2012). As Fibrina Hanung Siswanti research shows that the use of Small Group Discussion Improve students' reading comprehension skills. The proof of students' reading comprehension improvement can be found from the computation of the test scores. It shows a significant increase. The second previous research was conducted by Orstein & Lasley (2000: 311) "The activities in Small Group Discussion help the students to develop their skill in finding main idea" State that small group gives the teacher chance to introduce new skills suited to a particular group.

Based on the previous findings above the researcher assumed that when the students were taught through small group discussion, make the student's interest to teaching in the class. Faradina Primarini Noorhaya Sari (2016) say that small group discussion technique can significantly improve students reading comprehension. From the explanation above, the researcher assumed that this strategy could be applied to improve the reading comprehension of students, especially eighth grade students. This strategy had been proved in improving the reading comprehension of students, so the researcher hoped that this researcher could be applied by the teachers in teaching english, especially reading comprehension.

From the discussion, it can be concluded that alternative hypothesis (H<sub>1</sub>) was accepted and null hypothesis (H<sub>0</sub>) was rejected. In the other words, the students who were taught through small group discussion. Therefore, the use of small group discussion was able to improve the students reading comprehension of the eighth grade students of SMP Negeri 3 Parepare.

## CONCLUSION

Based on the findings and discussion of the study, it could be concluded that small group discussion able to improve reading comprehension of the eighth grade students of SMP Negeri 3 Parepare significantly. It was proved by the difference between score in pre test and post test result in experimental and control class. Then, gain score of the experimental class also higher than the gain score of control class. By correlating this result with the testing hypothesis, it indicated that null hypothesis (H<sub>0</sub>) was rejected and the alternative hypothesis (H<sub>1</sub>) was accepted. It means that the using of small group discussion at the eighth grade students of SMP Negeri 3 Parepare.

## SUGGESTION

Based on the conclusion, the researcher would like to present some suggestion as follows

Based on the conclusion, the For the teachers, they should apply the various teaching methods and learning strategies in teaching reading, in order to made the students easy to improve their reading comprehension. One of the various teaching's which were able to improve the reading comprehension by using small group discussion. For students, it is suggested to find out the small group discussion materials because it could improve the reading comprehension, and also could motivate themselves to learn English. Especially in reading comprehension. For curriculum designers, the researchers, suggests to put the materials of small group discussion in the curriculum, so that the students are interested to learn reading by using it. For next researchers, it is suggested to find out the result of the researcher, as one of comparative study in employing their researcher, especially for the research on the scope of reading. And also researcher would like to suggest doing a research in relations to theme used in this study in relation to the students interest.

## BIBLIOGRAPHY

- Abdollah Keshavarzi. 2015. The Effect of Cooperative Learning on Reading Comprehension and Reading Anxiety of Pre- University Students. Internationaljournal. <https://www.researchgate.net/publication/285598741>
- Daniel, Muijs and David Reynolds. 2005.. *Effective Teaching Evidence and Practice*, London: SAGE Published.
- Dirjen Pendidikan Dasar dan Menengah. 2015. Peraturan Direktorat Jenderal Pendidikan Dasar dan Menengah *Tentang Pendidikan Perkembangan Peserta Didik*. Jakarta. Depdiknas.

The Teaching Reading Comprehension Through Small Group Discussion At The Eighth Grade  
Students Of Smp Negeri 3 Parepare

Faradina. 2016. *The effect of small group discussion reading class on students reading comprehension* unpublished skripsi. Lampung. English Education Study Program Language and Arts Education Departement Teacher Training and Education Faculty Lampung University.

Fibrina, 2012, *The Use Of Small Group Discussion to Improve Students Reading Ccomprehension of SMP Negeri 1 Wuryantoro*. Unpulished. Surakarta, English Education Department of Teacher Training and Education Faculty Sebelas Maret University.

Ornstein C, Allan and Thomas J, Lasley. H. 2000. *Strategies for Effective Teaching*. Published. MC Graw Hill New York.