

EFFECTIVENESS OF SMALL GROUP DISCUSSION IN TEACHING STUDENTS' READING COMPREHENSION AT SMA CITRA BANGSA MAKASSAR

Nurjannah

Pendidikan Bahasa Inggris, Universitas Muslim Indonesia
ahmadnurjannah23@gmail.com

Syamsidar

Pendidikan Bahasa Inggris, Universitas Muslim Indonesia
muradysyamsidar@gmail.com

Irmawaty Hasyim

Pendidikan Bahasa Inggris, Universitas Muslim Indonesia
Irmawaty.Hasyim@umi.ac.id

Abstrak

Penelitian ini bertujuan untuk mengetahui pencapaian siswa dalam pemahaman membaca dan persepsi siswa dimana diskusi kelompok kecil diterapkan di kelas. Penelitian ini dilakukan dengan pengajaran experimental selama empat pertemuan di SMA Citra Bangsa Makassar. Populasi dan sample dalam penelitian ini adalah kelas X IPA dengan jumlah 21 siswa di sekolah SMA Citra Bangsa Makassar tahun ajaran 2021-2022. Hasil dari penelitian ini, peneliti menemukan bahwa menggunakan teknik diskusi kelompok kecil dapat meningkatkan pemahaman siswa selama diskusi kelompok kecil di terapkan di dalam kelas. Dapat dilihat bahwa, ada perbedaan signifikan antara hasil pre-test and post-test. Hasil dari pre-test adalah 10.4 dan hasil dari post-test adalah 68,0. Maka kuesioner hasil siswa menanggapi adalah 100% dan siswa tidak responsive 0%. Artinya, menggunakan diskusi kelompok kecil dapat membantu peserta didik dalam pembelajaran, dan dapat mengembangkan kemampuan siswa untuk memecahkan masalah mereka dalam membaca di SMA Citra Bangsa Makassar.

Kata Kunci: *Diskusi kelompok kecil, kemampuan, Pemahaman membaca.*

Abstract

The aims of this study are both finding students' reading comprehension achievement and their perception where small group discussion be applied in the class room. The researcher conducted the experimental teaching for four meetings at SMA Citra Bangsa Makassar. The population and Sample of this research is X IPA class, with number 21 students at school SMA Citra Bangsa academic year 2021-2022. The result of this research, the researcher found that using small group discussion technique can improve reading comprehension. The students have achievement in reading comprehension and students' have perception during small group discussion. It can be seen that, there is significant differences between the result of pre-test and post-test. The result of pre-test was 10,4 and the result of post-test was 68,0. Then, the questionnaire results of student respond was 100% and students unresponsive was 0%. It means that, using small group discussion can help students in learning reading and can develop students' ability to solve their problem in reading at SMA Citra Bangsa Makassar.

Keywords: Small Group Discussion, Ability, Reading Comprehension

INRODUCTION

Reading is a complex process that requires analysis, coordination, and interpretation of various sources of information. Thus, it effectively raises the literacy needs of students, especially for those who want to struggle (Sulastri., Ratnawati., 2018). In learning reading, there are certain skills that students have to make a good pronunciation, fluency and comprehend about text (Sulaiman, R. 2021). Small group discussion is a small member of human, work together through interaction whose interdependent relationship allows them to achieve a mutual goal. The students can work together in solving their problems or they can answer the question from the teacher. Small groups that will help students' to: a) read with engagement, b) read strategically, c) engage in meaningful, invigorating conversations about books, d) read fluently and with expression, e) read increasingly more challenging text (Hadijah., Basri, D, M., Halijah, S., 2018). Based on preliminary research it is found that students at SMA Citra Bangsa Makassar especially in class X IPA, they have difficulties in comprehending a text. Therefore, this research is intended to find out what learning model that suitable for enhance students reading comprehension. Small group as having at least three or no more than twelve or fifteen members, each group consisted of 3-6 students. The technique provides the students to have an active participation in learning process that removes time. Distance and other barriers to learning students can relate to each other in circle. This improve the students' achievement and communication. Furthermore, during group discussion, students learn from each other, whether consciously or unconsciously. So, the confidence will grow little by little as students successfully share ideas and experience when they do work together (Syamsu, A., 2021). By dividing the class into groups you make it possible for students to help one another, and in successful groups, the interaction that takes place and one low achievement students. They have same responsibility in discussing. They can share ideas and help each other to do the task and understanding the text. If one member of the group gives opinion, their friend should give a comment. It helps the students become active (Sulaiman, R., Muhajir., 2019).

Reading comprehension is a reading, thinking activity and as such relies for it success upon the level of intelligence of the reader, his or her speed of thinking ability detect relationship. It means that in reading comprehension, the readers have to involve their intelligence because it can influence to their ability in comprehension what they read (Yunus, M., 2019). Evidence that English teachers at SMA Citra Bangsa Makassar have taught reading by improving students is the teacher can gain students understanding of reading text by using small group discussion. The teacher is also able to apply what will be learned in the classroom, and what to do in the learning method, for example, provide material or text to be studied. The test reading ability is intended to measure the competence of learners understand the content of the information contained in the reading. Through measurement with this, we can find out the extent to which students' ability to understand reading (Hasyim, I., Syarifuddin, S., 2021). As for plan what a teacher must do by a teacher in learning small group discussion, namely teacher to form several group, and provide text to each group, with the aim that students can develop their understanding in the contents of the text. This learning method is involved by class X IPA with the meeting of one times a week with one month at high school SMA Citra Bangsa Makassar.

METHOD

This researcher uses an approach with pre-test, experimental teaching and post-test. The pre-test in this study was conducted to measure the students' initial abilities before participating in learning activities, Experimental teaching from this research with actions and observations in small group discussions, and post-test the final form of evaluation of a lesson to determine the success of the learning process by measuring the mastery of students' competence in the material taught by the teacher. The researcher applied small group discussion technique in teaching reading comprehension a study at SMA Citra Bangsa Makassar. The researcher teaching in 4 times.

The experiment on something, observing the process and writing down the results of the experimental, then the observations are conveyed to class and evaluated by the teacher. It is intend are to find out and explore whether small group discussion is effective for students in reading comprehension achievement taught by the teacher. First, the researcher gave the pre-test to the students in order to measure their ability in reading comprehension. Then, the researcher gave treatment. The treatment conducted in four days. And the end, the researcher gave the post-test to the students in order to see the significant differences Sariyem (2018). In this research, the data which gained from the pre-test and post-test were analyzed by using the *t* formula in standard of significant 0,05. The researcher used the theory of Suharsimi (2014) in gaining the results. The procedures to find out the *t* score as follows: $t = \frac{Md}{\sqrt{\frac{\sum x^2d}{N(N-1)}}}$

$$\sqrt{\frac{\sum x^2d}{N(N-1)}}$$

Note:

t = Find the result

Md = Mean deference of pre-test and post-test

$\sum x^2d$ = Amount of deviate quadrate

N = The subject on sample.

FINDING AND DISCUSSION

The following tables shown the statistical description of students' score from the test given the beginning as the based questionnaire, score test at the pre-test and post-test. The results of score pre-test and post-test analysis of SMA Citra Bangsa Makassar for the 2022 school year was seen as follow:

Table 1. The Statistical Description of Students Pre-Test Score

	N	Minimum	Maximum	Mean	Score
Pre –test					
Valid	9	50	59	12,1	10,4
	11	50	59	9,90	

The statistical description on the table above shows that the mean score of students reading skill of pre-test was (10,4), this the students reading skill before learn by using small group discussion.

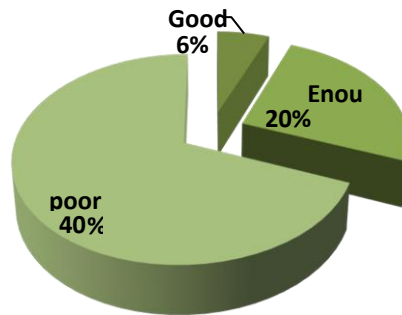
Table 2. The Statistical Description of Students Post-Test Score

	N	Minimum	Maximum	Mean	Score
Pre –test					
Valid	13	60	100	12,30	68,0

8	60	100	20,0
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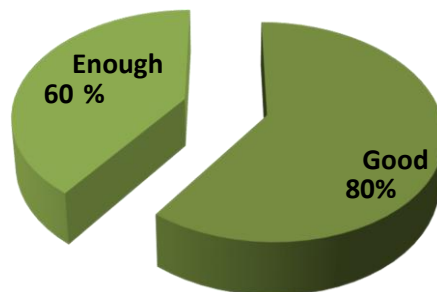
The statistical description on the table above shows that the mean score of students reading skill of post-test was (68,0), this the students reading skill after learn by using small group discussion.

Chart 1. The Percentage Students' reading Category in Pre-Test



The chart indicates students' reading category in pre-test are that 40% of the students had poor reading skill, 20% of the students had enough reading skill, and 6% of the students had good reading skill.

Chart 2. The Percentage Students reading Category in Post-Test



The chart indicates students reading category in post-test are 80% of the students had a good in reading skill and 60% of the students had an enough in reading skill. Based on data analysis the results of the pre-test and post-test showed significant differences. Based on the calculations where the mean value of the pre-test was 10.4 and the post-test was 68.0. The test results show that there is an effect of learning using small group discussions on students' understanding of reading English. Students' reading comprehension increased after using this method. This is evidenced by the average value of the post-test which is higher than the pre-test. Furthermore, the results of the data analysis of student test questions regarding the use of small group discussions in understanding English, students responded that 100% agreed and 0% disagreed. And the chart based on pre-test and post-test, students' reading category are 6% good turns into 60%, the increase number also shown from 20% and 40% enough category to 80% good. It means that the sample research is successful.

Table 3. The Result of Questionnaire

No	Questioner	Yes		No	
		Frecuency	Percentage	Frecuency	Percentage
1	Does using small group discussions make it easier to understand learning?	21	100%	-	-
3	With this group discussion can it make you more efficient and focus on learning?	18	85%	3	14%
4	With learning a small group discussion is it making a more active in learning?	21	100%	-	-
5	Is it learning by small group discussion method make your knowledge more?	21	100%	-	-
6	By using small group discussion in class make can you make you more motivated?	21	100%	-	-
7	Is discussion technique better made from other learning techniques?	19	90%	2	9,5%
8	Is this learning method suitable to be in the class?	21	100%	-	-
9	With the method of learning through small group discussion can you make more excited about studying?	19	90%	2	9,5%
10	Is this small group discussion learning that makes you uncomfortable in learning?	2	9,5%	19	90%
11	Is learning with small group discussion hard to understand?	3	14%	18	85%
12	Is learning using small group discussion very unpleasant to perform in the class?	21	100%	-	-

Based on data analysis, the researcher wants to discuss there are two questions in this study. The first research question is “1. Does using small group discussion make it easier to understanding learning?” To answer the research questions, the researcher conducted a test and gave an experimental approach to the students. The researcher teaches English reading comprehension by using small group discussion method. The pre-test was given to the students before the treatment,

while the post-test was given to the students after the treatment. The questionnaire was designed to help researcher to get more information about opinion of students respond especially in applying small group discussion technique in teaching reading comprehension.

CONCLUSION

Based on the results of research and discussion it is shown that, there is an effect of using the small group discussion method on students' understanding of reading English. Students' reading skills improved after using the method. This is evidenced by the average value of the post-test which is higher than the pre-test. And From the results of students' perceptions of learning using the small group discussion method, it can be said that this method is good in improving students' reading skills. It based on the results of answers to students' perception statements, each statement gets 100% and 0% disagree so. Therefore small group discussions can help students in learning, and can develop students' ability to solve their problems in reading at SMA Citra Bangsa Makassar. It can be concluded that learning with small group discussions can motivate and help students to read English and enjoy learning, particularly in reading. In addition, the method facilitates students to improve English vocabulary and pronunciation well, express their ideas and practice English reading skills and be fond and diligent in reading. Therefore, the method has changed the learning situation to be interesting, comfortable and students are active in learning.

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