

## The Use of Small Group Discussion in Teaching Reading Comprehension at SMAN 2 Mataram

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**Abstrak:** Penelitian ini berhubungan dengan penggunaan small group discussion dalam pengajaran pemahaman membaca pada SMAN 2 Mataram khususnya kelas dua. Penelitian ini diharapkan bermanfaat bagi pendidikan dan pengembangan materi mengenai informasi tentang peranan dari penggunaan metode small group discussion untuk meningkatkan hasil belajar siswa dalam pemahaman membaca, sebagai cara untuk menyelesaikan permasalahan siswa dalam pemahaman membaca dan untuk meningkatkan pengetahuan guru-guru. Untuk mendapatkan data yang diperlukan, penelitian ini menggunakan penelitian kuasi eksperimental agar mendapatkan data dan menganalisisnya; dan sampel dari penelitian berjumlah 48 siswa. Sampel diambil secara acak dari empat kelas yang mana menjadi populasi penelitian. Data yang dikumpulkan melalui pre-test, dan post-test. Dari hasil t-hitung (2.169) lebih tinggi dari t-tabel (1.679). Dengan demikian, penggunaan small group discussion efektif dalam pengajaran pemahaman membaca pada kelas dua SMAN 2 Mataram.

**Abstract:** This study deals with the use of Small Group Discussion in teaching reading comprehension at SMAN 2 Mataram particularly at the second grade. It's hoped benefit for education and materials development regarding the information concerning the role of using Small Group Discussion method to improve students' achievements in learning reading comprehension, as well as to overcome the students' problems in reading comprehension and to improve the teachers' knowledge. To obtain the data needed, this study used quasi experimental research in order to get and analyze the data; and the samples of the study were 48 students. It was taken randomly from four classes in which it became the population of the study. The data was collected through pre-test, and post-test. As the result, t-test (2.169) was higher than t-table (1.679). Thus, using Small Group Discussion is effective in teaching reading comprehension at the second grade of SMAN 2 Mataram.

**Key Words:** Small Group Discussion, Teaching Reading Comprehension.

### Introduction

In teaching and learning process, many strategies are adapted by teachers and learners. For instance, an English teacher in Junior and Senior High School, English teachers apply many methods to teach English such as; The Audio Lingual Method, The Communicative Language Teaching, The Silent Way, The Total Physical Response, Small Group Discussion Teaching technique and so on.

Nunan (1989:211) It is important to bear in mind that reading is not an invariant skill, that there are different types of reading skills that correspond to the many different purposes we have for reading. So, in the

classroom, in students' reading activities, the writer is sure that they have many purposes, among others are to graduate from their school and to provide themselves with the knowledge to continue their studies whatever their purposes are. In order to achieve the goal, the comprehension ability in reading is needed.

According to Olson and Diller (1982:42), what is meant by reading comprehension is a term used to identify those skills needed to understand and apply information contained in a written material. This statement is supported by Harris and Sipay (1980:179), who say that reading comprehension ability is taught to be a set of

generalized knowledge acquisition skills that permits people to acquire and exhibit information gained as a consequence of reading printed language.

This is in accordance with the researcher's invention within the observation was conducted at in SMAN 2 Mataram, most of English teachers were not creative enough in managing class, lack of knowledge in choosing appropriate and effective technique to teach English, especially in teaching of reading comprehension.

Ramelan (1992:3) stated that most SMA graduates are still very poor in reading comprehension, since they cannot usually read or understand articles, magazines which are now in circulation in this country; reading is the most emphasized in English teaching and learning process. Simply, without solid reading, second language readers cannot perform at levels they must succeed in reading.

Thus, reading is not passive but rather an active process, involving the reader in ongoing interaction with the text. Furthermore, reading constantly involves guessing, predicting, checking, and comprehending. In group reading, students may enjoy from time to time getting away from the usual pattern of reading the story or article aloud at sight. This is particularly true of better readers; what may be undesirable as routine procedure has real value as an occasional variation.

The use of Small Group Discussion is intended to be the solution for the learners to learn reading comprehension. It's noted that Small group itself, according to Barker (1987:159), is three or more people

interacting face to face, with or without an assigned leader in such a way that each person influences, and is influenced by another person in the group. Johnson (1975:78) gives solution that students should be arranged so that each student can see all other members of his group and can be heard without shouting and disturbing the other groups.

Thus, this study intended to find out whether the use of Small Group Discussion is effective in teaching reading comprehension at the second grade of SMAN 2 Mataram.

## **Research Methods**

This study applied quasi experimental research, which means that the researcher gets the data from test after giving the treatment that given to each number of samples. This research used post-test only design, the samples were divided into two groups; they were experimental groups and control groups. The experimental group was treated by using Small Group Discussion technique and control group was given direct method.

The instruments used was test in the form of questionnaire consisting of the reading passages, each of the tests consist of 4 reading passages and 5 multiple choices reading comprehension questions followed each reading passage. Correct answers were scored 5 each and wrong answers were scored 0. Total score were 100. The techniques used to collect the data are post test.

The post-test was aimed at finding out the result for both groups after giving the treatment in which the test was the same as

the pre-test. After the data obtained had been transcribed, the researcher analyzed them through some steps; they were correcting the test in the form of questionnaire form given, finding the mean score, mean deviation score, square deviation score of experimental group, and control group. And the last was finding the t-test, as well as comparing the value of t-test to the t-table. Then, the researcher displayed the findings in the form of statistical description. The statistical description was aimed at conveying the findings and conclusion of the study by describing the effectiveness of the use

of Small Group Discussion in teaching reading comprehension at the second grade of SMAN 2 Mataram.

**Findings and Discussion**

This part showed the statistical analysis of the data obtained. The analysis led to discussion on the finding of the study before the whole discussions were concluded. Then the discussion continued to the analysis and the interpretation of the study. Here is the students' deviation score of Experimental Group (X):

No.	Name	Pre-test (X1)	Post-test (X2)	Deviation (x)	x <sup>2</sup>
1.	A.Y	52	64	12	144
2.	A.P	72	60	8	84
3.	A.HAR	68	76	8	64
4.	A.Z.A	64	72	8	64
5.	A.R	60	64	4	16
6.	A.J	72	64	8	64
7.	A.AR	60	84	24	576
8.	A.W	68	80	12	144
9.	C.A	52	60	8	64
10.	F.S	72	64	8	64
11.	FA	60	76	16	256
12.	FI	76	68	8	64
13.	H.R.P	60	76	16	256
14.	HAB	76	72	4	16
15.	HAF	72	88	16	256
16.	IN	72	84	12	144
17.	I.N.S	84	84	0	0
18.	I.W.S	80	72	8	64
19.	I.S	56	72	16	256
20.	LIN	60	68	8	64
21.	M.S	52	64	12	144
22.	R.L	48	48	0	0
23.	SUM.A	56	72	16	256
24.	A.S	48	60	12	144
<b>Total</b>		<b>1540</b>	<b>1692</b>	<b>244</b>	<b>3204</b>

Here is students' deviation score of Control Group (Y).

No.	Name	Pre-test (X1)	Post-test (X2)	Deviation (x)	x <sup>2</sup>
1.	C.I	56	60	4	16

2.	D.S.J	68	80	12	144
3.	HAN	56	52	4	16
4.	M.H.W	64	60	4	16
5.	M.P	72	76	4	16
6.	M.IB	60	60	0	0
7.	M.J	32	48	16	256
8.	N.A	76	80	4	16
9.	N.L.A.T	32	44	12	144
10.	N.W.S	72	72	0	0
11.	N.F	80	88	8	16
12.	N.H	80	84	4	16
13.	RIZ	68	64	4	16
14.	SAH	32	56	24	576
15.	S.A	72	68	4	16
16.	S.H	60	64	4	16
17.	S.AHM	80	72	12	144
18.	S.R	44	56	12	144
19.	S.RAH	76	84	8	64
20.	S.S	68	64	4	16
21.	SUM. B	60	64	4	16
22.	T.W	72	80	8	64
23.	U.U	76	80	4	16
24.	Y.I	64	60	4	16
<b>Total</b>		<b>1520</b>	<b>1602</b>	<b>164</b>	<b>1760</b>

**Description:**

The individual score was derived from students' correct answer based on 25 questions of multiple choices. As shown in previous table, students' highest score of experiment group in pre-test was 84, it showed that the students who got 84 had 21 correct answers from 25 questions. The lowest score of experiment group in pre-test was 48, it showed that the students who got 48 had 12 correct answers from 25 questions. In post test, the highest score of experiment was 88, it showed that the students who got 88 had 22 correct answers from 25 questions.

While in control group, the highest score of pre-test was 80, it showed that the students who got 80 had 20 correct answers from 25 questions. The lowest score of control group in pre-test was 32, it showed

that the students who got 32 had 8 correct answers from 25 questions. In post-test, the highest score of control group was 88, it had the same value as its pre-test highest score. The lowest score of post-test in control group was 44, it showed the students who got 44 had had 11 correct answers from 25 questions.

To obtain the mean score, mean deviation score and square deviation of two groups, the writer processed the data by applying the following formula:

**Mean score of experimental group:**

$$\begin{aligned} MX &= \frac{\sum X}{N} \\ &= \frac{1692}{24} \\ &= 70.5 \end{aligned}$$

**Mean score of control group:**

$$MY = \frac{\sum Y}{N}$$

$$= \frac{1602}{24} = 66.75$$

**Mean deviation of experimental group:**

$$M_x = \frac{\sum x}{N} = \frac{244}{24} = 10.17$$

**Square deviation of experimental group:**

$$SD_x^2 = \sum x^2 - \frac{(\sum x)^2}{N_x} = 3204 - \frac{(244)^2}{24} = 3204 - \frac{59536}{24} = 3204 - 2480.67 = 723.33$$

**Mean deviation of control group:**

$$M_y = \frac{\sum y}{N} = \frac{164}{24} = 6.83$$

**Square deviation of control group:**

$$SD_y^2 = \sum y^2 - \frac{(\sum y)^2}{N_y} = 1760 - \frac{(164)^2}{24} = 1760 - \frac{26896}{24} = 1760 - 1120.67 = 639.33$$

The last process of the statistical data computation was to find out the value of the t-test on the previous result and data computation. The mean score of the experimental group was higher than the control group, where the value of experimental group was 64.17 while it was 63.33 for control group. However, this score needed to be identified by using t-test to

know the significance of the result. Here is the **T-test result:**

$$T - \text{test} = \frac{M_x - M_y}{\sqrt{\left[ \frac{\sum SD_x^2 + \sum SD_y^2}{(N_x + N_y) - 2} \right] \left[ \frac{1}{N_x} + \frac{1}{N_y} \right]}} = \frac{10.17 - 6.83}{\sqrt{\left[ \frac{723.33 + 639.33}{(24 + 24) - 2} \right] \left[ \frac{1}{24} + \frac{1}{24} \right]}} = \frac{3.34}{\sqrt{\left[ \frac{1362.66}{48 - 2} \right] \left[ \frac{2}{24} \right]}} = \frac{3.34}{\sqrt{\left[ \frac{1362.66}{46} \right] \left[ \frac{2}{24} \right]}} = \frac{3.34}{\sqrt{[29.62][0.08]}} = \frac{3.34}{\sqrt{2.3696}} = \frac{3.34}{1.54} = 2.169$$

In analyzing the data, it's used several procedures, such as follow:

**1. Computing the Students' Mean Score, Mean Deviation and Square Deviation.**

In this part, it is presented the way to collect the data after doing the treatment and test of both groups. The test was given to the sample before and after the treatment. Pre-test was aimed to know the students' comprehension in reading comprehension before the treatment was given, while the post-test was given after the method applied in the treatment.

The statistical computation of the data obtained from the experimental group and control group was intended to lead the writer to start the data analysis. The mean and square deviation score obtained by the students in taking pre-test

and post-test. In computing the students' mean score, the writer, it's divided the total score of pre-test for each experiment and control group by the number of sample in that group. In computing the students' mean deviation score, it's deducted the deviation score of pre-test and post-test which was divided by the number of sample in that group. In computing the students' square deviation score, the writer deducted sum of deviation's square with sum of deviation score which was squared and divided by the number of sample in that group.

## 2. Identifying the Value of T-test.

The last process of the statistical data computation was to find out the value of t-test based on previous data computation and description. After calculating the data by using t-test formula, it's found the result of t-test was 2.169. To compare the t-test to the t-table, it's computed the degree of freedom as follow:  $Df = (24 + 24 - 2) = 46$

By comparing the value of t-test to the t-table at the confidence of interval 0.05, it was found the value that the table indicated:  $t\text{-test } (t_{0.05}) = 2.169 > t\text{-table} = 1.679$ .

The result above could be concluded that the data analysis shown the effectiveness of using Small Group Discussion in teaching reading comprehension at the second grade of SMAN 2 Mataram. Thus, the  $H_a$  was automatically accepted and the  $H_o$  was certainly rejected.

## 3. Analysis of Data Finding.

It's found that the result of the study was satisfied. The data showed that the

students of experimental group had different ability than control group. It was showed by the mean deviation score of experimental group was 10.17 while the control group was 6.83, it means that the use of Small Group Discussion was effective because the students in experimental group had higher deviation score of pre-test and post-test than control group. Therefore, the answer of the research question on whether Small Group Discussion was effective in teaching reading comprehension or not was "effective."

## Conclusion

It had been done all steps of the study. The result of the study had been known as well. The next step was deciding the conclusion. It's concluded that that teaching reading comprehension through Small Group Discussion at SMAN 2 Mataram was effective. It's supported by the data that: The result of t-test was 2.169 while on t-table it was 1.679. Because of the result of t-test was higher than t-table, it's concluded that the use of Small Group Discussion was effective in teaching reading comprehension at the second grade of SMAN 2 Mataram. Therefore, Alternative Hypothesis ( $H_a$ ) was accepted and Null Hypothesis ( $H_o$ ) was rejected. After finding the result of the research, it's hoped that this will be beneficial for the next researcher who wants to do the same field of research discussing about the use of Small Group Discussion, and make it as the reference, as well as good for English teachers and students who want to apply this method in teaching and learning process.

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