

THE EFFECT OF USING SMALL GROUP DISCUSSION ON READING COMPREHENSION AT THE TENTH GRADE OF SMK PLUS AL MUJAHIDI TEMBOKREJO

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ABSTRACT

This study discusses the effect of using small group discussions on reading comprehension. The purpose of this study was to determine the effect of students using small group discussions on reading comprehension and what the results were. Class X SMK who participated in this research amounted to 24 people. A quantitative method with a quasi-experimental design was used. In collecting data, using tests and observation checklists. The results of this study reveal that there is a result of students' reading comprehension in descriptive texts taught using SGD, the results obtained from a significance value of more than 0.05, a significance value of 3.14 the result is *thitung* > *ttabel* with a significant level from 0.05 to 3, 14 > 2.0739. With the average difference between the experimental class and the control class. The experimental class average was 13.333 and the control class average was 9.0833. The use of SGD is very effective in helping students find main ideas, find lots of information, and also helps students get new vocabulary. The use of SGD has a significant effect on students' reading comprehension helping students get higher grades than ordinary learning, improving student communication and developing teamwork skills. So, this study proves that the Small Group Discussion method is effective in improving reading comprehension.

Key Words: Reading Comprehension, Small Group Discussion, Descriptive Text

INTRODUCTION

Reading skill activities can open up new knowledge and ideas, especially reading in English or a foreign language. In this case, students will get information, and understand other things that the world community does thanks to the

information obtained from reading.

A current study shows that improving students' reading skills, increases students' skills in knowledge knowledge (Akbaşlı, ahin, & Yaykiran, 2016). According to (Sutikno, 2009) learning methods are various subject matter carried out

by educators so that the learning process occurs in students in an effort to achieve goals. This of course leads a teacher to find the right method in building material so that it can be well absorbed by students. It group discussion achieves, and completes, the same goal, namely increasing student achievement or learning outcomes.

According to (Simorangkir, et al, 2019) student achievement in understanding reading comprehension is better than before. Even though the teacher has experience in teaching and learning, it is better to have guidelines, rules for several steps in teaching, especially teaching reading. In learning there are ways for teachers to facilitate learning activities, one of which is using the Small Group Discussion method. According to (Kadawa & Alsheenqeti, 2020) this technique equips students with skills to solve problems related to subject matter and problems encountered in everyday life.

This is in accordance with the previous study by Cecep Ahmad S (2013) with the title "Effectiveness

of the Small Group Discussion Method in Teaching Reading" to find out and analyze the effects of using SGD in Reading. The similarities between this study and previous studies are that they both want to know the effect of using SGD on reading. However, there are differences there was a previous study, namely previous researchers only examined the effect of SGD on learning to read, but in this study, researchers used SGD to determine the effect of SGD on reading comprehension using descriptive text.

In this research, the researcher examined the aoa effect of using sgd in reading comprehension in descriptive texts for 10th grade students of SMK Plus Al Mujahidi.

METHOD

This study used a quantitative method with a quasy-experimental design to determine the level of students' understanding of descriptive texts taught using SGD and to find out the effect of using SGD in reading comprehension in grade 10. According to (Sugiyono, 2018) there are several types of

research, one of which is experimental research. In this study, the type taken is a research with an experimental design. According to (Hatimah, 2010) the purpose of this experiment is whether there is a causal relationship and the magnitude of the causal relationship by means of certain experiments in several groups and to provide controls for comparison. The way to find out is to compare one or more experimental groups that are treated with a comparison group that is not treated.

According to (Wijayanto, 2016) Instruments and data collection are basically a tool to collect various types of data that are useful for revealing facts, both in the form of tests and non-tests. Researchers will use a written test for this research instrument. Researchers used two kinds of instruments in collecting research data. Is a test in the form of multiple choice tests used to evaluate process results or to obtain initial conditions before the process (pre-test and post-test). Researchers used an observation list which was carried

out by observing carefully using an observation sheet with a value scale.

The participants of this research were 24 students from class 10 of SMK Plus Al Mujahidi. Researchers collect data by giving tests in the form of multiple choice.

After that the researcher will analyze the data by calculating the difference in pretest and posttest scores in the experimental class and the control class. Furthermore, the researcher wanted to know the significant effect of using the SGD method on the reading comprehension of class X students by using statistical calculations. In this study, to analyze the data, will use the t-test formula using SPSS.

RESULTS AND DISCUSSION

The results of this study revealed it can be seen from the table 4.2, which explains that in the experimental group the average value of the students is 5.75 and in the control group the mean of students is 5.17, it means that the score in the experimental class is only slightly with the control group

before the treatment is given. The result of the t-test calculation on the pre-test is 0.29. In the t-table for $\alpha = 0.05$, $df = (N1 + N2) - 2 = (12+12) - 2 = 22$ the t-ratio is 2.0739. The data shown from the experimental and control groups are the same with the t-test lower than the t-table ($0.29 < 2.0739$). At this stage it shows that the alternative hypothesis is rejected there is no significant difference between the data of the two groups. These results indicate that the experimental and control groups were similar in initial ability.

In the post-test, the results of students' reading comprehension showed that the average score of the first aspect in the experimental was 3.08. The average score of students' pronunciation in the control group is 2.17. In the table above, it can be seen that the five aspects, the post-test score in the class that was given the treatment got a higher score than the control group.

The result of the t-test calculation on the post-test is 3.14. In the table for $\alpha = 0.05$, $df = (N1 + N2) - 2 = (12 + 12) - 2 = 22$ the ratio t is 2.0739. Based on the calculation, the

t-test value is higher than the ratio in the t-table ($3.14 > 2.0739$). According to the results, it can be obtained that the alternative is not rejected. There is a significant difference between students who are assigned using the Small Group Discussion Method and students who do not.

Based on the results presented, The results of the t-test analysis showed that there was a significant difference between the experimental class that received treatment using the Small Group Discussion method and the control class that received treatment using ordinary learning even though the difference between the two was not high enough. This statement is evidenced by the t-test value in the post-test 3.14 which is higher than the t-table value of 2.0739, at a significance level of 0.05 and degrees of freedom $df = (N1 + N2) - 2 + (12 + 12) - 2 = 22$. So, the alternative hypothesis (H1) is accepted and the null hypothesis (H0) is rejected.

CONCLUSION

Based on the results of data analysis and research findings and discussions, the following conclusions are, The use of SGD could help students to can express the main idea, find various information, and also help students to find some vocabulary, the use SGD has significant effect on students reading comprehension help students complete assignments given by the teacher quickly, improve student communication and develop teamwork skills.

So, this study has proven effectively that the Small Group Discussion method in terms of improving students' reading comprehension in five aspects, namely of identifying word meaning, identifying sentence meaning, understanding main idea, identifying supporting details, and identifying reference, vocabulary, conclusion. This can be seen in the average score in both classes, namely the experimental group and the control group where the experimental group got a higher score than the control group after being given treatment. That is the reason why the Small

Group Discussion Method is more effective than individual learning.

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