

**THE USE OF SMALL GROUP DISCUSSION TO IMPROVE STUDENTS' SHORT
STORY UNDERSTANDING IN NARRATIVE FORM AT EIGHT GRADE
STUDENTS OF SMP MUHAMMADIYAH 3 RAMBIPUJI
IN ACADEMIC YEAR
2015/2016**

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ABSTRACT

Key Words: *Small Group Discussion, Short Story, Narrative Text*

Based on the preliminary study, the major problems in short story understanding were lack of vocabulary and structure mastery. To understand short story the students need mastering vocabulary. When the students understand well the short story, it means they are also understand about the structure and explicitly they improve their vocabulary by understanding the short story. However, many students still difficult to learn and master vocabulary because their motivation and active participation is low. In this case, the researcher wants to help the students improve their understanding of short story in narrative form covers understand structure and vocabulary. Therefore, it is important to do a research entitled "The Use of Small Group Discussion to Improve Students' Short Story Understanding in Narrative Form at Eight Grade Students of SMP Muhammadiyah 3 Rambipuji in Academic Year 2015/2016."

There are two problems in this research, the problems are "How can the use of small group discussion improve students' short story understanding in narrative form at eight grade students of SMP Muhammadiyah 3 Rambipuji in academic year 2015/2016? and "How can the use of small group discussion improve students' active participation at eight grade students of SMP Muhammadiyah 3 Rambipuji in academic year 2015/2016?" Based on the research problems and the relevant theory, the hypothesis of this research are "The use of small group discussion can improve students' short story understanding in narrative form at eight grade students of SMP Muhammadiyah 3 Rambipuji in academic year 2015/2016" and "The use of small group discussion can improve students' active participation at eight grade students of SMP Muhammadiyah 3 Rambipuji in academic year 2015/2016."

Classroom action research with the cycle model was applied in this research. The research subject is eight grade which consist of 33 students. The instrument used the close test and observation checklist. Percentage formula is used to analyze the data that is students' close test score.

The implementation of small group discusion was combined with using card in cycle two. All of the students were active in teaching learning activities. The students more enthusiastic in learning, because they understand about the text, they could find the new vocabularies and the meaning from the text easily. The criterion of success is ≥ 65 . It is success if 70% students can get the score of criterion of success. The result of students' close test scored ≥ 65 for the first cycle 57.5 % and second cycle 72,7 %.

Based on the research result, it can be concluded that Small Group Discussion can improve students' short story understanding in narrative form and students' active participation at eight grade students of SMP Muhammadiyah 3 Rambipuji in academic year 2015/2016.

ABSTRAK

Kata Kunci: *Diskusi Kelompok Kecil, Cerita Pendek, Text Narrative*

Berdasarkan penyelidikan awal, masalah utama dalam pemahaman cerita pendek siswa yaitu kurangnya penguasaan kosakata dan tata bahasa. Untuk memahami cerita pendek, siswa memerlukan penguasaan kosakata. Ketika siswa dapat memahami cerita pendek dengan baik, maka mereka juga akan mengerti tentang tata bahasa dan mampu meningkatkan kosakata mereka dengan memahami cerita pendek. Akan tetapi, banyak siswa yang masih kesulitan dalam mempelajari dan menguasai kosakata karena motivasi dan keaktifan mereka masih rendah. Dalam hal ini, peneliti ingin membantu siswa untuk meningkatkan pemahaman cerita pendek mereka dalam bentuk narrative yang mencakup tata bahasa dan kosakata. Oleh karena itu, sangat penting untuk melakukan penelitian berjudul “Penggunaan Diskusi Kelompok Kecil untuk Meningkatkan Pemahaman Cerita Pendek Siswa dalam Bentuk Narrative di Kelas Delapan SMP Muhammadiyah 3 Rambipuji Tahun Ajaran 2015/2016.”

Terdapat 2 masalah dalam penelitian ini, yaitu “Bagaimana penggunaan diskusi kelompok kecil bisa meningkatkan pemahaman cerita pendek siswa dalam bentuk narrative pada siswa kelas delapan SMP Muhammadiyah 3 Rambipuji Tahun Ajaran 2015/2016?” dan “Bagaimana penggunaan diskusi kelompok kecil bisa meningkatkan keaktifan partisipasi siswa pada siswa kelas delapan SMP Muhammadiyah 3 Rambipuji Tahun Ajaran 2015/2016?” Berdasarkan masalah penelitian dan teori yang relevan, peneliti mempunyai hipotesis bahwa penggunaan diskusi kelompok kecil bisa meningkatkan pemahaman cerita pendek siswa dalam bentuk narrative pada siswa kelas delapan SMP Muhammadiyah 3 Rambipuji Tahun Ajaran 2015/2016 dan penggunaan diskusi kelompok kecil bisa meningkatkan keaktifan partisipasi siswa pada siswa kelas delapan SMP Muhammadiyah 3 Rambipuji Tahun Ajaran 2015/2016.

Desain dari penelitian ini adalah penelitian tindakan kelas. Subjek penelitiannya adalah kelas delapan yang terdiri dari 33 siswa. Instrumen yang digunakan adalah test dan checklist observasi. Rumus persentase yang digunakan untuk menganalisa data adalah nilai test siswa.

Penerapan diskusi kelompok kecil digabungkan dengan menggunakan kartu pada siklus kedua. Semua siswa menjadi aktif dalam aktifitas belajar mengajar. Para siswa lebih antusias dalam belajar, karena mereka mengerti tentang text, mereka dapat menemukan kosakata baru beserta artinya dari text dengan mudah. Kriteria kesuksesan dalam penelitian ini adalah ≥ 65 . Penelitian ini dikatakan sukses jika 70% siswa dapat mencapai nilai kriteria kesuksesan. Hasil dari nilai test siswa yang mencapai ≥ 65 pada siklus pertama 57.5 % dan siklus kedua 72,7 %.

Berdasarkan hasil penelitian, dapat disimpulkan bahwa Diskusi Kelompok Kecil dapat meningkatkan pemahaman cerita pendek siswa dalam bentuk narrative dan keaktifan partisipasi siswa pada siswa kelas delapan SMP Muhammadiyah 3 Rambipuji tahun ajaran 2015/2016.

INTRODUCTION

A short story tells something that happened to somebody. According to Hills (1977:1) first, he said that a short story tells something that happened to someone, and second, a short story (he means serious fiction) will demonstrate a more harmonious relationship between all its aspects than will any other art form, with the possible exception of lyric poetry. Short stories tend to have content that is short, clear and to the point. It is a funny and interesting for the students in teaching learning process. Therefore, the students will enjoy and will not get bored and they can understand easier.

To understand short story the students also need mastering vocabulary. Vocabulary plays an important role in learning a foreign language. Swan and Walter (in Thornbury, 2002:14) wrote that vocabulary acquisition is the largest and most important task facing the language learner. It is considered as the most important part in learning a language. the addition of knowledge about new vocabulary would make learning language easier especially for students who are understanding short story. This research would be focused in students' understanding short story in narrative form.

A narrative text is text that tells a story, recounts events that have happened. Narrative texts help us to pass along to others events that need to be remembered. Narrative text is a text as an amusing and entertaining story arranged in time sequence and a chronological series to entertain reader. Hazel (2007:1) states narrative can be carried by articulated language, spoken or written, fixed or moving images, gestures, and the ordered mixture of all these substances. Narrative is present in myth, legend, fable, tale, novel, history, tragedy, drama, comics, new item.

Teaching short story can be implemented by using Small Group Discussion. According to Nasution (1995:149) states that small group technique will make the final result better than the individual technique, because the students can increase their motivation to learn. Therefore, it can increase the students' active participation in learning short story in narrative form. In short, the students will participate and more active in class if they are motivated to learn.

Wood (1996:104) states that small group is also sometimes referred to collaborative or cooperative learning, students' work together to get insights and ideas, solve problems, complete assignments, or do laboratory tasks and other types of projects and exercises. It means that in small group, students build skills of collaboration. They can collaborate with one another in small group discussions by participating in their discussion. Roestiyah

(1991:15) says that group work is one of the techniques in teaching learning process in which the students are divided into several group. Each group consist of four or five students and they work together to solve problem or a certain assignment. In brief, it can be conclude that small group is one of the techniques in teaching which emphasizes on making small group of four in order that students can work together in solving a problem, completing the assignment, and reaching the goal of teaching learning process cooperatively and corabolatively. This technique can encourage broad participation and promote a sense of equality among members.

RESEARCH METHOD

Research design of this research is Classroom Action Research

The design of this action research is illustrated in the following diagram

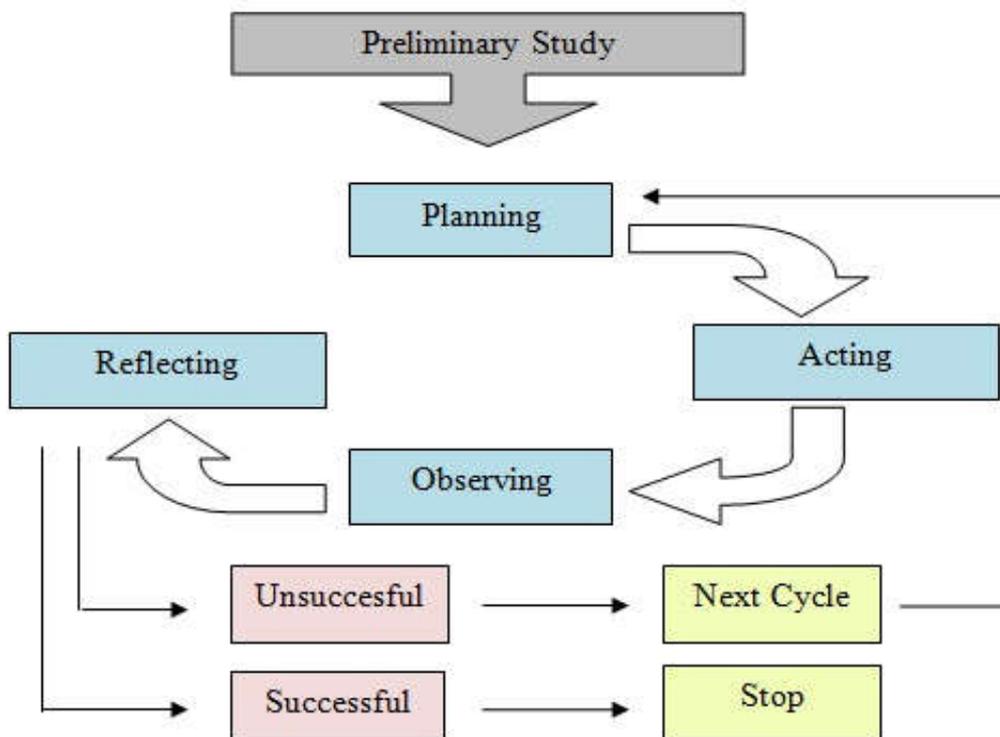


Figure of Design of Classroom Action Research

(Adopted from Kemmis & Mc Taggart in Arikunto (2013:137))

Subject in this research are the eight grade students of SMP Muhammadiyah 3 Rambipuji in academic year 2015/2016. There are 33 students which consisted of 22 males and 11 females. The eight grade students are used because they have difficulties in short story understanding includes vocabulary and structure and their active participation in learning activity are low.

The instrument used in this research were test and observation checklist. The form of the test was fill in the blank consisted of 30 questions. Regarding with the validity, the researcher used content/logical validity which meant that the reseracher made the test based on School Based Curriculum 2006 for Junior High School. While the reliability of test was analyzed by using Carol Pearson Product moment and Spearman Brown. The research found that the reliabilty of the test was 0,88.

RESULT AND DISCUSSION

In general, administering test and observing the application of the action were done to collect the data of the research in both cycle, cycle 1 and cycle 2. The result of test and observation checklist can be described with the table below.

Cycle	The Precentage of Students' Short Story Understanding	The Precentage of Students' Active Participation
1. Cycle	57,5 %	First Meeting 60,6 % Second Meeting 63,6 %
2. Cycle	72,7 %	First Meeting 69,6 % Second Meeting 75,7 %

Concerning with the description above, the result showed that the precentage of students' short story understanding was increased from 57,5% in cycle 1 to 72.7% in cylce 2. Besides that, students' active participation was increased as well from 60.6% in cycle 1 to 75,7% in cycle 2. It can be concluded that Small Group Discussion can improve Students' Short Story Understanding in Narrative Form at SMP Muhammadiyah 3 Rambipuji.

The application of Small Group Discussion in cycle 1 was unsuccessful because there were some students were noisy in the groups and did not pay much attention to the lessons. They did not want to listen to the teacher's explanation and participate well in the classroom.

That was because the researcher was a new people that they never met before and the students were choosing their partner by their own selves to make group, so they just talked each other and noisy. The other causes are the students did not familiar with the story and the students just read the story given by the teacher without catching the message from the story because they were lack of vocabulary and structure mastery.

Based on the result of cycle I, the teacher or researcher did some modifications /revisions to the way of teaching short story by applying Small Group Discussion to the students in cycle 2. Before explaining the material the researcher give some leading questions concerned with the learning topic. It has purpose to stimulate the students interest to know what the topic is, using the different short story that more be familiar for the students. The researcher divide the students into some groups, one of the group consist of 5 person and the other group consist of consist 3 person. The researcher also rolling the students' seat to reduce the class noised. The researcher asked the students to find the verb 2 in the text and its change into verb 1 then write them in a card, exchange the card to the other group, then find the meaning of the words. After that, the researcher asking question about what words that they have found especially verb 2 and what the meaning of them, then asked them write down the words on the white board individually. In this case, some of students enthusiastic to answer it. They more understood about the text.

Surgeor (2010:8) explains that activity in small group with divide the class into small group of three to six each student. Give each group a different topic that will necessitate out lining of several important points. The researcher also used small group discussion combined with card to increase the students' interest and active participation in learning short story in narrative form covers vocabulary and structure. According to Thornbury (2002:145) "Apart from the keyword technique, there is probably no vocabulary learning technique than the use of word cards. In fact, it is arguably more effective." By that, the students' short story understanding and their active participation in the second cycle is much better than in the first cycle.

Based on the observation checklist, it could be seen that the students' active involvement in the second cycle was higher than the first cycle. Moreover, the result of the reflection of the teaching and learning process in terms of the students' participation during the teaching and learning process showed that the students' active participation during the teaching and learning process was improved from Cycle I to Cycle II. They could give positive response during teaching learning process.

From the result of improvement from cycle I to cycle II, it was proven that Small Group Discussion could improve students' short story understanding in narrative form.

CONCLUSION AND SUGGESTION

Conclusion

Based on the result of cycle 1 and cycle 2, the conclusion of this research as follows:

1. Small group discussion can improve students' short story understanding in narrative form at eight grade students of SMP Muhammadiyah 3 Rambipuji in academic year 2015/2016.
2. Small group discussion can improve students' active participation at eight grade students of SMP Muhammadiyah 3 Rambipuji in academic year 2015/2016.

Suggestion

In order to improve students' reading comprehension. It is better for the teacher to apply Rally Coach Strategy in teaching and learning process. Some suggestions was given to the English teacher, to the students and other researcher.

1. For The English Teacher

The researcher wish to the English teacher to use small group discussion as technique for teaching learning especially on narrative text, because it can improve the students' understanding in narrative form, motivation, knowledge and make the students' more being active in participate in teaching learning process.

2. For Students

The students are suggested to make a small group discussion to improve their short story understanding in narrative form and encourage them to be active to participate in teaching learning process.

3. For Other Researcher

This research applies classroom action research in conducting Small Group Discussion, and it can improve the students' short story undestanding in narrative form. Other researcher are hoped to conduct Small Group Discussion as a technique in teaching learning process to improve students' speaking, writing skill, and reading comprehension.

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