Small Group Discussion Method to Improve Reading Comprehension of Eighth Grade Students of SMP N 6 Semarang in the Academic Year 2021/2022

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Abstract

The objective of the final project was 1) to find out and analyze the SMP N 6 eighth grade Semarang student's reading comprehension taught without using the small group for discussion method. 2) to find out and analyze the SMP N 6 eighth grade Semarang student's reading comprehension taught by using the small group of discussion method, and 3) to find out and analyze any significant difference in the SMP N 6 eighth grade Semarang student's reading comprehension taught without by using and by using the small group discussion method. The researchers did this research by quantitative data. The sample of the research is the eighth-grade students of SMP N 6 Semarang the researchers enrolled in two classes called an group of experimental and a control group. the instrument of the research that used is the essay test. The mean score of experimental groups is 49.15 for pre-test and 89.25 for post-test. The mean score of control group is 49.09 for pre-test and 71.87 for post-test. Those results were formulated with t-test formula. The test score showed that t-test score is bigger than the t-table score. The t-test is obtained 21,503 for 5% (0.05) alpha level of significance. The percentage of t-table 5% is 2.738. The computation shows that 21,503 > 2.738. Then based on that research result can be concluded that there is a significant difference of the student's ability in reading comprehension using Small Group Discussion method of the eight grade students of SMP N 6 Semarang. The researchers would like to make some suggestions for enhancing the quality of teaching and learning by using the Small Group of Discussion technique to improve eighth-grade student's reading comprehension for the teachers to assist the students in explaining the topic in depth and evaluating the students. For readers to do research using the same strategy for teaching reading comprehension use this final project as a reference.

Keywords: small group discussion method, reading comprehension

Introduction

There are four language skills and the one is Reading that students need to succeed. Academic success is strongly linked to reading, and students who excel in the classroom are more likely to like reading. A student can gain a lot of knowledge or concepts by reading to enhance their grade point average, change their conduct, and compete for a good position in any element of life around the world. Reading and comprehension are related. English has been used as an international language all around the world whether it is as the first language or second language. According to Goodwyn and Branson(2005: 12) there are several types of reading text, such as narrative story, organization report, descriptive explanation, procedure or recipe, chat discussion, and news. Many problems are found in students about their interests and understanding of reading, there's probability that students might be lagging in several reading components which contain an accuracy component, comprehension component, and speed component. the difficulties mentioned are problems related to the pragmatic linguistic nature or even in the socio-cultural aspects that arise due to a lack of interest in reading. To be able to understanding the content of the text better, it is not enough just to have a good command of English, but it must also be followed by appropriate reading strategies..

Based on the problems which been mentioned it is very important for the students to find the best solution to help and solve the student's problem about their comprehension in reading the text. The problem could be solved with the used of Small Group Discussion method to increase the ability of the students' comprehension in reading the text. The researchers is encouraged to conduct research with these problems "Small Group Discussion to Improve Reading Comprehension at Eight Grade Students of SMP N 6 Semarang"

Literature Review

Review of Previous Studies

The first review was a study conducted by S. Endang (2012), about the improving reading comprehension of the students by creating some small of group and do some discussion. The research is using qualitative descriptive analysis method and also used quantitative descriptive analysis method. That research find that using the method would have impact that could improve the reading comprehension of the students.

The second review study was by S. Nurhamidah (2018), about the teaching strategies of the teacher's to teach the reading comprehension at SMAN 2 Padang Bolak. That research is using qualitative analysis method to analyze the strategies from the teacher to improve the reading comprehension.That research have a result the student's schemata which used to improving the capabilities in understanding a text from reading activity was activated successfully by the teachers. Some problems that been faced or experinced by the teachers while teaching is noisy class, study's laziness, there's not a lot of media to study, and lack of motivation from student's parent that support the study activity.

The third review was from Ningsih Citra Kurnia (2019), in her study about impact of discussion in a group of small member in reading comprehension at eighth grade of SMP 2 Jawilan. That research is using the quantitative method to analyze the impact of using that method in reading comprehension at eighth grade students. The result of that research found that eighth grade students had a significant difference about student's reading skills between

exprimental class and the control class which the experimental class treat differently and the control class has the usuall treat. Based on that, it found that the students that join in the class which has special treat found that the class have a better reading outcome than the students that join in the class which hasn't special treat.

The last review was from Putri, Suparman & Suka (2015), about Small Group of Discusion method using for Improving the students Reading Achievement on some text. That research has a purpose to know the increase of comprehension reading with the use that method by using one group preliminary test and Post-test. The result that been known from that research is the score in reading comprehension was significant increased after the used using Small Group discussion.

From the previous research review that been explained, it known that there is a difference between this research and the previous research that been explained. The previous studies mostly used multiple-choice questions in data collection of student's score but on this research have focus on the experiment of using preliminary test and post test to students. The students are given narrative text in the form of essay test. Using essay test for student aims to train students in implementing the information that has been obtained using their own words. The students answer with on their own words based on the text on the test. This research has purpose to know the impact of eighth grade student's learning result by doing discussion in a group of small member method in reading comprehension activity also to find significant difference between the pretest and posttest.

Review of Related Theories

According to Serravallo (2010), using the small group discusson could give the chance for the student to hear other students' opinion or the thinking about their reading process and text's responses. Small group discussion is a discussion activity which created in a group consisting at least of two to five students. The discussion could give chance to creating the team work of the member of the group and could give the chance of the students to express and speak their own opinions on the some topic which given in the group. Small group learning is the one of educational approach that focuses on improving the learning capability on each member in the small groups and be a different way of students learning as ussual. It because the small group discussion could take from the classroom-based on experiment learning activities such as case study analysis, playing games, do simulations and have brainstorming each other. The learners in this learing activity must able to have teamwork capabilities and work together to achieve the learning goal. In this study, the researchers will analyze the small group discussion method in working on reading questions. By introducing them to aspects of reading text types, it is hoped that students will be able to discuss together in a group.

Method

Research Design

The research which conducted using a quasi-experimental design in the form of a time-series design. Sugiyono (2017: 116-118), explained that contain two types of Quasi-Experimental designs, its time-series design type and non-equivalent control group design type. This research had demonstrated and tested the hypothesis's which relevance to this study. Research design have is the important thing in this research. It's important the research

design could be used to assess the quality of research. The data that have been received then would be processed with quantitative research analysis. The researchers designed the research in two group experimental group (using SGD) and control group (using the conventional technique) following:

3.1 Table of group

Experimental group	Pre-Test	Small Group Discussion	Post-Test
Control Group	Pre Test	Convention al	Post Test

Table 3.2 Scheme of Study

G1	T1	X	T2
G2	T1	-	T2

In which:

G1 = Experimental Group

G2 = Control Group

T1 =Pre-test

T2 =Post-test

X =Treatment

(Hatch and Farhady, 1982)

Research Instrument

the data was collected from the result of the test. The research conducted by using a test. The test conducted is essay test which consists of 15 questions and also the test will divide pretest and posttest.

1. Pre-test
   Preliminary test is the test that given to the students that have purpose to determine the readiness of students and students' initial abilities in the learning carried out. The pre-test gave to both groups. Pre-tst has been given to the students before the teacher gives the treatment using Small Group Discussion for experimental group to know or to measure the student's achievement in reading comprehension.
2. Treatment
   Treatment is the act method of handling someone or something. Treatment had been given to a class that becomes the experiment before they did the post-tes. After the treatment finished, the post-test has given know the student's reading comprehension ability before using the treatment and after treatment. The researchers give treatment also to find out the strategy is successful or not.
3. Post-test

Post test is a test that is given after the students are given the treatment of Small Group Discussion Method for exprimental group and also control group. the test has given to the students to measure the achievement of student's ability in reading comprehension after teaching using treatment.

Data Collection and Data Analysis

Data collection in the research conducted is using a test which have purpose to measure and know about the student's ability and capability in writing descriptive text. The test called preliminary test and post test. The following are the steps taken in the research::

1. Pre-test
   The first step is giving the students a pre test. That test would be giving to both group before the treatment being given to the experimental group.
2. Treatment
   When the pre-test finished, then the next step is giving the treatment to the experimental class. The treatment that give to that class have a focus in using the small group discussion experimentation with using the preliminary test and post test that has been done by the students. Some prepared text which has given to the student is a form of descriptive text from the essay test. Using essay test for the student aims to practice the students in implementing the information that has been obtained using their own words. The researchers applied this treatment is about four meetings.
3. Post-test
   Post-test is a test that is given after the students are given the treatment of Small Group Discussion Method for experimental group but also control group. On this research the post-test given to the students and it was conducted to measure and known about the achievement of student's ability in reading comprehension after teaching using treatment. This research predicted that the post-test result would be superior to the pre-test or treatment outcome. As a result, the students find the strategy to be successful and useful.

Finding and Discussion

Research Findings

The English Reading Comprehension of the Eight Grade Students Taught Without Using Small Group Discussion Method

Table 4.1 Students' Pre-test Score of Control Group Percentage

No	Category	F	F%	Grade	Level
1	76-100	0	-	A	Effective
2	56-75	10	33,33	B	Quite Effective
3	40-55	14	43,75	C	Less Effective
4	Below40	8	25	D	Ineffective

No	Category	F	F%	Grade	Level
		32	100		

1.1.1   Table 4.2

1.1.2   The Percentage of Students' Post-test Score of Control Group

No	Category	F	F%	Grade	Level
1	76-100	11	34,375	A	Effective
2	56-75	21	65,625	B	Quite Effective
3	40-55	-	-	C	Less Effective
4	Below40	-	--	D	Ineffective
		32	100		

From table 4.1 and 4.2 it known that:

a. The post test mean for the control group is 71.875. This score can be classified into the B or Quite Effective achievement category.

b. The lowest pre-test score is 64, while the highest is 80.

c. 11 students received Effective achievement, 21 students received Quite Effective achievement, and none of students received ineffective achievement.

The English Reading Comprehension of the Eight Grade Students Taught Using Small Group Discussion Method

Table 4.3 Student's Pre-test Score of Experimental Group Percentage

No	Category	F	F%	Grade	Level
1	76-100	0	-	A	Effective
2	56-75	9	28,125	B	Quite Effective
3	40-55	18	56,25	C	Less Effective
4	Below40	5	15,625	D	Ineffective
		32	100		

Table 4.4 Students' Post-test Score of Experimental Group Percentage

No	Category	F	F%	Grade	Level
1	76-100	32	100	A	Effective

2	56-75	0	-	B	Quite Effective
3	40-55	0	-	C	Less Effective
4	Below40	0	-	D	Ineffective
		32	100		

From table 4.3 and 4.4 it known that:

a. The post-test average for the experimental group is 89,25. This score can be classified into the A or Effective achievement category.

b. The lowest pre-test score is 78, while the highest is 94.

c. All students received Effective achievement, none of students received Quite Effective, Less Effective achievement and Ineffective achievement category.

DifferenceoftheEnglishReadingComprehensionBetween Students Taught Without and Using Small Group Discussion Method

1.1.3   Table 4.13

1.1.4   Student's T-test of Pre-test and Post-test

	Paired of Differences							
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
Pair 1 Pre test (Control Class) – Post test (Control Class)	-22.781	8.947	1.582	-26.007	-19.556	14.404	31	.000
Pair 2 Pre test (Experimental Class) – Post test (Experimental Class)	-40.094	10.547	1.865	-43.897	-36.291	21.503	31	.000

Based on the table number 4.13 it known that the lower confidence interval difference in 95 percent was -26.007, while the upper confidence interval difference in 95 percent was -

19.556 for the control class result, and the lower confidence interval difference in 95 percent was -43.897, while the upper confidence interval difference in 95 percent was -36.291 for the result of experimentation class. As shown in table 4.13.

The result also described as a t-test of control class, obtained a score of 14,404. Then, with $(N – 2 = 32 – 2 = 30)$ and a significant level of 5%, t-table=2.738, it is consulted to test product moment. Because the computed result is more than the t-table, results came out with $14,404 > 2.738$ as the final result of control class.

Then, the result which taken from the experimental class, obtained a score of 21.503. Then, with $(N – 2 = 32 – 2 = 30)$ and a significant level of 5%, t-table=2.738, it is consulted to test product moment. Because the computed result is more than the t-table the t-test and t-table, results came out with $21.503 > 2.738$ as the result of experimental class. Then it known that there was a significant differnce between the experimental group that have been given the treatment and control groups that haven't. It could be known from the t-test obtain is greater than t-table $(21.503 > 14,404)$.

Based on that score it means that Ha or the final hypothesis was accepted and Ho or the first hypothesis was prohibited because the experimental group's t-test number was greater than the t-table number. If the Small Group. As a result, the study's third goal was met that there was a significant difference in student's reading comprehension when they were taught without using the method versus when they were taught using the method, and the t-test was acceptable.

The researchers concluded that using the Small Group Disussion approach and without by using the group that contain a small member to discuss makes a big impact. Following the results of the pre test, it concluded that student's reading comprehension is lower when they are taught without using that technique. There was no correlation between preliminary test and post test scores. Students have certain difficulties with the teaching of reading. They were force to read the material right away because of the reading style they were using. Because they have to open the dictionary constantly when they have difficult terms, they are quick to give up.. This situation encouraged students who were bored to enroll in a reading class. Furthermore, the previous strategy did not assist students in improving their reading skills.

According to the results of the test, employing Small Group Discussion method in reading activity to eighth grade students at SMP N 6 Semarang is having a positive and effective impact to increasing their reading comprehension. The mean preliminary test score for the both groups is 49.15 for the experimental group and 49.09 for the control group. Less Effective achievement can be used to each of them. It indicates that the students are having difficulty understanding the readings.

The experimental group that received treatment got an average post-test score of 89.25, while the control group that did not receive treatment got an average post-test score of 71.875. It suggests that employing the Small Group Discussion method can help students become more motivated to address their reading problems.

This research had focused on the experimentation activity which using test before and the after test which answered by students which the text was given to the student is a form of descriptive text which contain in form of essay test. Using essay test for the student aims to practice the students in implementing the information that has been obtained using their own words. The students answer with on their own languages based on the text on the test. It found there is a significant diference between the preliminary test and post test that conducted

by students. The outcome of the t-test value demonstrates this. It was 21.503. The data was then comparing to a t-table with a value of 2.738 percent. t-test > t-table, implying it has a substantial difference in reading comprhension. The alternative hypothesis (Ha) is accepting, while the null hypothesis (Ho) is rejected. In other words, the employment of the Small Group Discussion approach has an impact on students at eighth grade SMP N 6 Semarang's reading comprehension.

Discussion

The researchers concluded that using the Small Group Discussion approach and without by using that method makes a big impact. Following the results of the pre-test, it concluded that student's reading comprehension is lower when they are taught without using the SGD technique. There was no correlation between preliminary test and post test scores. Students have certain difficulties with the teaching of reading. They were force to read the material right away because of the reading style they were using. Because they have to open the dictionary constantly when they have difficult terms, they are quick to give up.. This situation encouraged students who were bored to enroll in a reading class. Furthermore, the previous strategy did not assist students in improving their reading skills.

According to the results of the preliminary test and post test, employing SGD as a method of teach the reading skills to eight grade students at SMP N 6 Semarang is effective in increasing their reading comprehension. The mean preliminary test score for the both groups is 49.15 for the experimental group and 49.09 for the controll group. Less Effective achievement can be used to each of them. It indicates that the students are having difficulty understanding the readings.

The experimental group that received treatment got post-test mean score of 89.25, while the control group that did not receive treatment got post-test mean score of 71.875.

It suggests that employing the Small Group Discussion method can help students become more motivated to address their reading problems.This research has focus on the using of preliminary test and post test experiment to the students. Using essay test for the student aims to practice the students in implementing the information that has been obtained using their own words. The students answer with on their own languages based on the text on the test. Then It known that there is a significant difference between the both of the test. The outcome of the t-test value demonstrates this. It was 21.503. The data was then comparing to a t-table with a value of 2.738 percent. t-test > t-table, implying that there was a substantial difference in reading comprehension. The alternative hypothesis (Ha) is accepting, while the null hypothesis (Ho) is rejected. In other words, the employment of the Small Group Discussion approach has an impact on the eight grade students of SMP N 6 Semarang's reading comprehension.

Conclusion

The research conclusion is presented in view of the data gathered which shown. Then it could be assume that, based on all data studied on the utilization of Small Group Discusion method to increase the SMPN 6 Semarang eigthh grade student's reading comprehension in academic year 2021/2022.
  1. Students who were taught without using the Small Group Discussion approach had strong reading comprehension. According to the data, the students' reading

comprehension post-test mean score is 71.875 when they are taught without employing the Small Group Discussion approach.

2. Students who were taught by using the technique of Small Group Discussion had good reading comprehension. It can be assumed from the statistics that the post-test was successful. The post-test mean score of student's reading comprehension who were taught utilizing the Small Group Discussion technique is 89.25.

3. There was a big difference between the two of them. The reading comprehension of students which taught using the SGD approach exceeded students which taught without using the method. It demonstrates that the Small Group Discussion method of teaching reading comprehension is effective.

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