

**THE EFFECTIVENESS OF SMALL GROUP DISCUSSION
IN TEACHING READING COMPREHENSION OF NARRATIVE TEXT
AT X GRADE IN SMAN 1 WOLOWAE**

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Abstract

The present study aims at exams the effectiveness of small group discussion in teaching narrative text of the tenth -grade students of SMA NEGERI 1 Wolowae, especially in teaching reading. Reading comprehension is one of language skills which has to be taught in Senior High School because reading comprehension is very important. In competence based on curriculum, students are understanding to comprehending the content of the text. The research is carried out through quantitative research with an experimental method because the researcher gives treatment in teaching writing. In conducting the research, the researcher uses pre-experimental design which involved pre-test before the selected treatment was delivered. After the treatments were given, post-test was administered to complete the data. In this research, the researcher took twenty students as a sample. The result of the study shows that the score of pre-test was 61; differently, the mean score of post-test was 81.5 and the mean score of differentiate was 20.5. On the other side, it was found that the result of t-score is bigger than t-table ($9,71 > 2,11$) at the significant level of 0,05. Therefore, based on the hypothesis testing, we can conclude that the Alternative Hypothesis (H_a) is acceptable while the Null Hypothesis (H_o) is unaccepted. Based on the result, it can be inverted that using small group discussion as a teaching method is effective to increase students' reading skill at Senior High School 1 Wolowae; therefore, it is suggested that any English teachers should try to apply this method.

Keywords: up to 5 important, specific, or representative phrases for this article

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Introduction

Language as an important tool for the people to communicate such as in most places and sectors. The language used in a community describe a lot about that community; therefore language and certain community or society, in general, cannot be separated. In society daily life, language has many functions as a means to express society's thoughts, sustain politic, ease administration, support education, social, religions and others.

Naturally, Language is manifestation complex skills, which has developed since child was born. These skills are mostly developed spontaneously without any conscious effort or formally taught. This, according to Brown (2000:5 is distinct from human's general abilities to process others skills. Though language is mostly developed spontaneously, second and

foreign language mastery needs to be learnt through formal instruction.

One of foreign languages which widely served formally is English. This is so as it is undeniable that English is widely used in different countries throughout the world. In Indonesia, for example, mastering English is seen as very crucial skill because it is believed that it can bridge global communication. At first, this language was only introduced in secondary school to higher level of education Fauziati (2005: 169) but know this language has also been introduced in lower education level as elementary school and even at pre-school level

In teaching and learning English, students need to learn four language. Those skills are listening, speaking, reading and writing. In addition to the language skills, students must also learn

the language components as grammar, pronunciation and so on. By mastering the language skills and language components, students are expected to be able to use the language to communicate more easily.

English language is used to express many things such as to express feelings or ideas. People express the whole ideas uses speaking and writing skills. On the other hand, people understand the speaking and the writings by using the listening and reading skills. These skills are an inseparable unit. Based on those four skill of learning English, the reading skill also becomes very important because before expressing or to understand something people need to read first and then examine, understand the purpose of processing information before it is communicated. Richards and Schmidt (2002: 443) state that reading involves activities of perceiving a written text which help readers to digest its contents. As Reading includes complex activities, reading becomes one of the skills that should be administered carefully in order to help language learners understand written text effectively and efficiently.

The fundamental goal of reading activities is not only to enable the students to understand fiction texts as amusement but also non-fiction text like scientific text. This is so because their reading mastery is hoped to bridge their knowledge and understanding on the required books to read. Based on 2006 curriculum (School-Based Curriculum) for Senior High School (SHS) level, they are four basic genres that eleventh graders of senior high school need to accomplish; they are procedure text, news item, recount text, and narrative text.

From the curriculum, we can see that learning narrative text is a must for the eleventh graders of Senior High School. This types of text tells about some fictional events which provide

entertainment and literary experience for the readers. According to Barwick, (2006: 4) a narrative text covers a realistic, imagined or untrue story. This text is written to amuse and attract the readers' interest. In addition to entertain, a narrative text can also help the readers to get some values through enjoyment. Narrative texts can teach us many values and characters such as kindness, loyalty, honesty, bravery, friendship, persistence, togetherness and so on.

In teaching narrative texts to students at X grade, the students are expected to able to read and find the information which is covered in the story. Students can also understand the generic structure the narrative text as well as find the inverted messages in the text. To achieve these, learners need to have a good reading competence. Therefore, language teachers as instructors must be careful to administer the teaching and learning process so that they can help the students to sharpen their reading comprehension skill.

Reading comprehension is one's ability to read aloud, to process and to digest the text and its meaning. By developing such ability, ones can feel what the writers think when reading. Linse (2005: 71) state that reading comprehension is a process of comprehending a core information delivered by the writer to their readers. Through reading, readers can obtain plenty of information which can enlarge their insights on many fields.

Besides, in learning English, being able to comprehend reading passage is a must. When the teacher gives the text and series of question to the students to be answered, the student possibly cannot answer well if they do not comprehend the passage well. This is so because reading comprehension is not as plain as common people imagine. In teaching there are some aspects that teachers need to consider. One of the

aspects is a chance for students to read the text aloud during the lesson and make sure that they completely comprehend what they read.

Indeed, the ability of each student to read, understand and then fill in the text in a class at a high school level is generally different. There are students who are intelligent and agile in understanding and processing information from a text but also there are students who try to complete and decipher the contents of the text. To minimize the problem, the teachers need to use method that can be used to decrease it. Small Group Discussion is one of

According to Abdul (2013: 200-2001) this Small Group Discussion learning method is quite unique to be compared with the lecturing or demonstration method. It is unique because the process of learning material organized by students themselves. Through Small Group Discussion method, the students are expected to be more motivated in developing their reading skill and can comprehend the information from a text especially on narrative text. In Small Group Discussion, students are motivated to compete each other in positive manner. Besides, students can also learn from each other and get more progress in understanding the what is stated in the text by working in a small group.

The statements above encourage the researchers to experiment Small Group Discussion (SGD) method in in teaching and learning narrative text. The researchers were curious about the effectiveness of this method. Moreover, the researchers wanted to see whether this method can help the students understand the generic structure of narrative text, the content and information of narrative text, and also the message reflected in a narrative text. Therefore, the researchers were interested in conducting a research a pre-experimental research on the

teaching technique that can be used in teaching reading. This method could be taken to help students ability to understand and comprehend the contents of the text that they read.

Small Group Discussion is a learning process that involves 3-5 students in a group with the aim to discuss information or knowledge of each group member. The method has a function to encourage students to explore their ideas and opinions. Besides, the method can bring such a joyful atmosphere on teaching and learning process. So, after all the whole process can be more interesting and not to be boring.

effectiveness of small group discussion in teaching reading comprehension on narrative text at the Xth Grade of SMA Negeri 1 Wolowae in Academic Year 2019/2020.

Research Method

The type of research in this thesis is quantitative research with an pre-experimental design because because the Curriculum Deputy only give the researcher permission to conduct in one class. Therefore, this research did not have random assignment of subject to group or other strategy to control extraneous variable (Ary, 2010:203-204). In this research, the sample is the tenth grade of SMA Negeri 1 Wolowae which consisted of 20 students. The researchers selected this class as the subjects of the researchers because the principal only allowed researchers to conduct the research in this class.

In carrying out research activities it was necessary to have techniques to achieve good results. The technique for collecting data aims to support the research. To help the researchers to get the data and information about the process of teaching reading comprehension of narrative text through Small Group discussion method. There are three activities of collecting

data: pre- test, treatment and post-test. The data gained from data collection were analyzed through three stages namely find out the mean of pre-test before the researchers gave the students the selected treatment. After the treatment was accomplished, a post-test was administered. The next step was finding out the differences between pre-test and post-test mean. To accomplish this step, the researchers females) and one is a continuous variable (e.g., marks on a variable is categorical (e.g., males and test).

Result and Discussion

The results of the study are presented in the form of graphs, tables, or descriptive. Analysis and interpretation of these results is needed before being discussed.

The table is written in the middle or at the end of each study description text. If the width of the table is not enough to write in half a page, then it can be written one full page. The title of the table is written from the center left, all words start with capital letters, except for conjunctions. For example, you can see Table 1 below.

The research findings were analyzed in accordance with the research problems. In line with the research problems this research findings and discussion present some points based on data analysis, they are;

1. Pre-Test

In this pretest the researcher did not give any treatment about the narrative text in getting the pre-test score. This data was taken on March 05th 2020. Here are the results of the pre-test.

Table 1. The Result of Pre-Test

No	Student	Score
1	AKS	50
2	AR	70
3	BDB	80
4	EM	60
5	EMNP	80
6	KUB	60
7	KJN	50
8	MAE	60
9	MABR	70
10	MEA	70
11	MSL	50
12	MST	40
13	MYP	70
14	PM	20
15	PA	70
16	TK	70
17	YNB	70
18	YSG	70
19	R	70
20	MR	40
	SUM	1220

The mean of Pre-Test is 61. From the results, it can be categorized as sufficient or good. From the data obtained can show

that the highest score is 80 and the lowest score is 20.

1. Post-Test

In this post-test the researcher has given any treatment about narrative text in

getting the post-test score. This data was taken on March 16th, 2020. Following are the pre-test results.

Table 2. The Result of Post-Test

No	Student	Score
1	AKS	70
2	AR	80
3	BDB	90
4	EM	80
5	EMNP	90
6	KUB	80
7	KJN	70
8	MAE	80
9	MABR	90
10	MEA	90
11	MSL	80
12	MST	70
13	MYP	90
14	PM	70
15	PA	80
16	TK	90
17	YNB	90
18	YSG	80
19	R	90
20	MR	70
SUM		1630

The mean of Post-Test is 81.5. From the results, it can be categorized as good. From the data obtained can show that the highest score is 90 and the lowest score is 70.

2. The differentiate of Pre-Test and Post-Test

Table 3. The differentiate of Pre-Test and Post-Test

No	Subject	Pre Test (x)	Post test (y)	D(y-x)
1	AKS	50	70	20
2	AR	70	80	10
3	BDB	80	90	10
4	EM	60	80	20
5	EMNP	80	90	10
6	KUB	60	80	20
7	KJN	50	70	20
8	MAE	60	80	20
9	MABR	70	90	20
10	MEA	70	90	20
11	MSL	50	80	30
12	MST	40	70	30
13	MYP	70	90	20
14	PM	20	70	50
15	PA	70	80	10
16	TK	70	90	20
17	YNB	70	90	20
18	YSG	70	80	10

19	R	70	90	20
20	MR	40	70	30
	SUM	1220	1630	$\Sigma D=410$

The differentiate of Pre-Test and Post-Test is 20.5

3. T Test

Table 4. The Calculating Result Using T-test

No	Subject	Pre Test (x)	Post test (y)	D(y-x)	D ²
1	AKS	50	70	20	400
2	AR	70	80	10	100
3	BDB	80	90	10	100
4	EM	60	80	20	400
5	EMNP	80	90	10	100
6	KUB	60	80	20	400
7	KJN	50	70	20	400
8	MAE	60	80	20	400
9	MABR	70	90	20	400
10	MEA	70	90	20	400
11	MSL	50	80	30	900
12	MST	40	70	30	900
13	MYP	70	90	20	400
14	PM	20	70	50	2.500
15	PA	70	80	10	100
16	TK	70	90	20	400
17	YNB	70	90	20	400
18	YSG	70	80	10	100
19	R	70	90	20	400
20	MR	40	70	30	900
	SUM	1220	1630	$\Sigma D=410$	$\Sigma D^2= 10,100$

From the displayed data, it could be identify that:

1. When the value of $T_{\text{count}} > T_{\text{table}}$ in df with the significant level 0,05, the Alternative Hypothesis (H_a) was accepted, and Null Hypothesis was rejected. It means that Small Group Discussion method is effective to be used in teaching reading comprehension of narrative text.
2. When the value of $T_{\text{count}} < T_{\text{table}}$ in df with the significant level 0,05, the Null Hypothesis (H_o) was accepted, and Alternative Hypothesis (H_a) was rejected. It means that Small Group Discussion method is not effective to be used in teaching reading comprehension using

narrative text with small group discussion as a method.

Based on the statistical calculation, the hypothesis of this research used T_{table} at significant level of 0,05. According to T_{table} list the value of the distribution table 19 as a degree of freedom was 2,11. However in this research T_{score} (T_o) is 9,71 and T_{table} is 2,11. It is known that T_{scor} is bigger than $T_{\text{table}} = 9,71 > 2,11$. So, that it can be concluded Alternative Hypothesis (H_a) was accepted and Null Hypothesis (H_o) was rejected. It means that there is significant difference of teaching reading comprehension achievement of narrative text of ten grade students of SMA Negeri 1 Wolowae before and after teaching reading comprehension of narrative text with small group discussion as a method.

Discussion

From the analysis, it can be inverted that Small Group Discussion (SGD) can be considered as an effective technique to improve student's reading skill on narrative text. This is in line with Buzan (2005:1) who puts SGD as a technique that can enhance students' creativity to solve problem, in this case reading comprehension on narrative text. Through, SGD, cooperative learning methods that consist of small member of 3-5 students, students could work together. This is so because in SGD, they could sustain interactions that enabled them to achieve their mutual goal.

Based on the finding $T_{score} (T_o)$ is 9,71 and T_{table} is 2,11. It is known that T_{score} is bigger than $T_{table} = 9,71 > 2,11$ and the Alternative Hypothesis (H_a) is accepted while the Null Hypothesis was rejected. It means that there is a significant difference in teaching reading comprehension of narrative text to the tenth-grade students before and after using small group as a method in teaching reading comprehension of the narrative text. Based on the calculation by using some formulas to calculate the student's scores in pre-test and post-test, the writers believe that small group discussion method is effective on students' reading comprehension especially comprehending narrative text.

From the table 4.3, we can see that there is a significant difference between students' scores before and after giving treatment. PM, MR, MSL, MAE, and R for example. The first is PM, before treatment PM got 20, but after treatment PM got 70; the second is MR, before treatment MR got 40 but, after treatment MR got 70; the third is MSL, before treatment he got 50 but after treatment, she got 80; the fourth is MAE, before treatment she got 60 and after treatment, she got 80 and the last is R, before treatment he got 70 and after treatment, he got 90. It also could be seen in the treatment process. The first was PM.

During the treatment, she was very active responsible for his group, and brave to respond to the answers of her friends. The second is MR. He was very active and always asks the teacher what he does not understand. The third is MSL. During the treatment, she was very responsible for her group and she was very active. The fourth is MAE. She was very active and responsible for her group during the treatment and always asks the teacher what she does not understand. The last is R. He was very active, always respond or answers question from the teacher and responsibility towards his group.

From the above description, we can conclude that they felt enthusiastic and actively answered the question of the researcher, especially for PM, MR, MSL, MAE, and R. They (PM, MR, MSL, MAE, and R) become very independent, responsible, also very concerned when the researcher explains the material about narrative text about romantic story and they always asked what they did not understand on answering the difficult questions. They also could respond very quickly to what the researcher ordered. For example, when the researcher asked them to give examples to find out the synonym of word on the text or find out the main idea of each paragraph. In addition, they could also respond to their friends' answers. So that they (PM, MR, MSL, MAE, and R) got satisfying results in the post-test. From the researchers' note, they could work in a group with responsibility and answer the questions well. This supports the theory According to Abdul (2013: 200-2001) this Small Group Discussion learning method is quite unique to be compared with the lecturing or demonstration method. Besides, students can learn from each other and get more progress in understanding the content of the text by working in a small group.

Finally, the researchers can conclude that the small group discussion

have effective in teaching-learning reading comprehension. Small group discussion can help can help the student's senior high school to solve their problem with the difficulties of reading comprehension especially comprehending the text which type romantic story from narrative text on a group.

Conclusion

Based on those findings, it can be concluded that using SGD can be considered as an effective technique to increase Senior High School students' reading comprehension on narrative. The effectiveness of small group discussion in narrative text was relected by the mean of the post-test is 81,5 and the mean of pre-test is 61. By using T-test formula, it is found that the T_{count} is 9,71 and T_{table} is 2.11. It is known that T_{count} is bigger than T_{table} . It means that the Alternative Hypothesis (H_a) was acceptable and The Null Hypothesis (H_o) was refused. Once again, It can be concluded that the use of Small Group Discussion as a method is considered to be effective in teaching reading on narrative text at the tenth grade of SMA Negeri 1 Wolowae, academic year of 2019/2020.

The effectiveness of Small Group Discussion demonstrated in this research indicates that this method is applicable in teaching English, especially teaching reading skill. The implementation, however, needs mutual cooperation from all parties. Therefore, the researcher suggested all stakeholders to facilitate the teaching and learning process by using small group discussion as a method because it can motivate the student' during the teaching and learning process, also can improve the quality of school facilities so that teacher and students can apply this easily, and the teacher should be as creative as possible.

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