

ENHANCING STUDENTS' READING COMPREHENSION ABILITY BY USING SMALL GROUP DISCUSSION (SGD) TECHNIQUE

Aswar Ali Amzah

Abstract: This research aimed to enhance the reading comprehension ability using small group discussion (SGD) technique. Small group as having at least three or no more than twelve or fifteen members, each group consisted of 3-6 students. The research design of this study is quantitative research in the form of classroom action research (CAR). The subject of this study is first grade students of Junior High School, it consists of 31 students. The researcher uses test of pretest and posttest as to collect the data. The test consists of 31 questions. The questions are informed of multiple choices. The finding of this research is the small group discussion is able to enhances the students; reading comprehension ability. The student more active in the learning activity. They are involved in the discussion by sharing their own idea. The students also motivated to learn more about reading.

Keywords: Reading comprehension, Ability

INTRODUCTION

Reading is the most important ability for the students to master. Reading is crucial for the student because it is the key in order to be successful in their studies and their life. According to Alfassi (2004), reading is a complex cognitive process that is essential. The memory and meaning construction should be integrated to get an information of the reading text. It means the reader have to know what could be learn from reading. So that, they could be successful and good in communication.

One of the language abilities that has an essential role is reading. Students need to read so much, for they could obtain new knowledge and learn about something new (Harmer, 2001). Further, in comprehending the text and the getting an information which contained in the text, students need to understand about the specific meaning of it. Reading comprehension is a skill to know an information in a text. Interpreting an information which contained in the text is part of the reading comprehension activity to know the mean of the text properly (Grabe and Stoller, 2002). It means the capability in reading text, process and understand its meaning.

There are different types of reading text, such as descriptive, narrative, expository, recount and many more. According to Corbett (1983), descriptive text is an expository writing. The description aimed to illustrate a picture. It also aimed to deliver sound, tastes and smells of a things or objects. It means descriptive text is a text that says what a person or thing is like. The purpose of descriptive text is to describe a particular person, place or thing.

Based on the observation in the class, students feel confused in comprehending the reading text. students could not understand the meaning of the text. The complication in comprehending descriptive text, is especially a descriptive text about animal. The difficulties

were about comprehension to describe animal's characteristics. Besides, students were not interested in reading descriptive text because they did not understand the meaning. According to the researcher survey and interview with the teacher and the students on 10 September 2018, the students found difficulty in reading comprehensions. Their score of reading skill is 58.9. They feel confused at that time found new words and create meaning in proper way. So that, the students' English reading ability and their score were low. They do not understand to answer the reading comprehension questions.

In solving the difficulty above, the researcher tries to implement SGD technique as a problem solving. Small group discussion (SGD) is one of the cooperative learning techniques in which students work in groups of three or four. A small group is a few members of people. Each member cooperates through giving an idea. interdependent relationship permits the people to obtain a mutual goal (Kenz and Greg, 2000). According to Sagala (2008), group discussion team is an effective way to make student interact each other. It helps students easily in sharing their arguments or idea.

METHOD

The researcher used quantitative research in the form of classroom action research (CAR) design. This research is classroom action research (CAR) because it focuses on enhancing students' reading comprehension using small group discussion (SGD) technique. There are five steps of the cycle which consist of pre-test, planning, implementing, observing, and reflecting. One cycle is minimal cycle which done in classroom action research.

The subject of this research is first grade student of SMPN 1 Kotaanyar, probolinggo. The number of first grade student of SMPN 1 Kotaanyar probolinggo is 31 students. The setting of this research is at SMPN 1 Kotaanyar probolinggo. It is in Krajan I, Kotaanyar, Probolinggo, East Java.

The researcher used test as an instrument to collect the data. The test are pretest and posttest. The test is about reading where it focused on descriptive text of animal. The test consists of 20 questions informed of multiple choices. The researcher adapted the questions from book entitled "When English Rings a Bell" 2017 edition.

FINDINGS AND DISCUSSIONS

The research aimed to viewed is the use of SGD (small group discussion) could enhance student's ability of reading comprehension. Researcher did a pre-research to obtain the data of the preliminary study before doing the research. The research was conducted only in one cycle which consist of four meetings. There were five steps in conducting this study such as pre-test, planning, implementing, observing, and reflecting.

The researcher conducted the test to know the students' improvement. The test was conducted in the fourth meeting. It was conducted on 19th, august, 2019. The researcher already

prepared the test before meeting. The test consists of 20 questions of multiple choice related to the descriptive text. The student only chose one answer of each question.

The result of the preliminary study was low category. The average score of the pretest was 57,09. The result of posttest the average score of the posttest was 76,77. There were 26 out of 31 students whose scores were above 75, and five students were failed. It was categorized success for it reached the criteria of success. The small group discussion (SGD) technique gave positive effect on students' reading comprehension ability. Thus, researcher summarize that small group discussion (SGD) technique was effective. It can enhance the students' reading comprehension ability on the descriptive text.

Based the previous research conducted by Cecep (2013), small group discussion can improve the students' reading ability. It proved from the quantitative of the research where the significance value is lower than 0.05, ($p = 0.000 < 0.05$). Besides, the result of the questionnaire showed that most of the students have more motivation in learning reading, the participation in the class was increase, they have good responsibility in accomplishing the task given by the teacher.

Second previous research conducted by Sari (2016). the result of the study is small group discussion was able to resolve student difficulties that students face on comprehending a text namely vocabulary, sentence, phrase, reference, and background knowledge. The result of the research showed that t-value was higher than t-table ($10.270 > 2.032$) and the value of significant level was $0.00 < 0.05$. The difference of the mean score between the pretest and posttest was 15.375 (from 69.79 to 85.16). It meant that there was an effect of small group discussion in reading class on students' reading comprehension.

Third previous conducted by Indah (2018). The students have positive responds towards the Small Group as a way to improve student ability in reading comprehension. It can be seen that, there is significant differences between the result of pre-test and post-test. The result of pre-test was 38,5 and the result of post-test was 75. Then, the questionnaire results of student respond were 99,22 and students unresponsive was 7,78. The result of the t score was 9,30 and the t table was 1,72. It indicated that the t score is higher than t table $9,30 > 1,72$.

Based on Elite journal written by La'biran, small group discussion is one of the effective strategies to increase the students active and student learning outcomes. It showed from the result of pretest and posttest. The mean score of the pretest was 22.8, while the mean of the posttest was 78.8. It shows that the mean score of the post test is greater than the pretest. The difference between pretest and posttest was 55.3.

In Metathesis journal written by Rahmat, showed that small group discussion was effective to improves the students reading comprehension. The result of the data indicated that there was a significant difference between students' post-test in experimental class and controlled class. The mean score of post-tests (77.3) in experimental class was greater than the mean score of post-tests (71.9) in controlled class and from t-test, the researcher found that the value of t-test (3.176) was greater than t-table (2.000) at the level of significances. It means that this is a significant difference between the result of the students' pre-test and post-test.

According to Journal of ELT research written by Fauzi also showed that small group discussion effectively improves students' speaking skill. engage them in the group work discussion actively, encourage them to be independent learners who can expose themselves in learning activities, make them feel more relaxed at learning, give them more opportunities to improve their speaking skills. In The findings of research found that 71.4% of the participants could communicate with English basic words and better structure, and 28.6% of them were still slightly below.

CONCLUSIONS AND SUGGESTIONS

The implementation of small group discussion (SGD) technique could be concluded that small group discussion technique was successful. The student gained some improvement after taught using the small group discussion (SGD). It could be shown from the result of the test. The average score of pretests was 57, 09. Few of the student passed the minimum mastery criterion. The students' reading comprehension was increased after being taught using the small group discussion technique. It was proved with the result of the posttest. The average score of the student was 76,77. 75 percent of the students score passed the minimum mastery criterion.

Besides, it was also proved with the observation done by the researcher. The students did not feel bored in the class. They could be more active. The students were enthusiastic in participating the discussion. The students also gave positive responses in the small group discussion technique, where the students were involved sharing their ideas. The students were more creative in analyzing the descriptive text. Students also motivated in learning teaching process. Moreover, the small group discussion (SGD) technique could be used by the teacher to increase the students' reading comprehension ability.

Suggestion for the English Teacher, the teacher needed to use the effective technique to solve the students' problem in teaching reading especially in teaching reading descriptive text. The students were lack in understanding the descriptive text. So that the researcher suggested teacher use the small group discussion (SGD) technique for it could enhance the students' reading comprehension. The students were more active in the class activity. The students more interacted to each other by sharing their ideas.

Suggestion for the researcher, this could be used as a reference for the next researcher who wanted to carry out their research about descriptive text and small group discussion (SGD) technique. This also could be used for them who used the same research design regarding classroom action research (CAR).

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