



## The Effectiveness Of Small Group Discussion Method On Reading Comprehension At The Tenth Grade SMA Negeri 1 Jasinga

Muhammad Khoerul Hadist<sup>1</sup>, Al Juska Sasni Akbar<sup>2</sup>, Hidjanah<sup>3</sup>,  
Ana Ratnasari, Siti Nadiatul Husna.  
Universitas Muhammadiyah Bogor Raya  
[coiruel12@gmail.com](mailto:coiruel12@gmail.com)

### Abstract

*The purpose of the study was to determine the application of the Small Group Discussion Technique to students' reading comprehension learning and to determine the impact of small group discussion on students' reading comprehension learning at Tenth Grade SMA Negeri 1 Jasinga. The population taken was the tenth grades students of SMA Negeri 1 Jasinga and the sample was class X.4 and X.9. The design of research was experimental research. In collecting the data, the writer used pre-test and post-test. To find the significance of the study from experiment class and control class, the writer used Normality test and T-test. The research findings indicate that  $t\text{-test} > t\text{-table}$  ( $5,3 > 1,99$ ) It meant  $H_0$  was rejected and  $H_1$  was accepted. The data showed that student's mean score in post-test for Experimental class (74,21) was higher than in Control class (59,61). Based on the result of this research, it can be concluded there were effectiveness of small group discussion on reading comprehension at the tenth grade of SMA Negeri 1 Jasinga.*

**Keywords:** *Small group discssion, Reading comprehension, effectiveness)*

## **Introduction**

Although not the only language used for intercultural communication, English is the most common. It is the primary language used in international trade, shipping, popular music, and sports, while not being used everywhere. Students must master four languages in order to teach and learn English. These abilities include speaking, reading, writing, and listening. Students must also master language components including grammar, pronunciation, and other aspects of the language in addition to language abilities. Students should be able to communicate more easily as a result of acquiring language and language skills components.

Reading comprehension is one of the components of English language instruction. Reading with the intention of fully understanding a text is what is meant by "reading with comprehension." By mastering this skill, readers can experience the writers' thoughts firsthand. According to Linse (2005: 71), reading comprehension is the process of understanding the main ideas that a writer conveys to their readers. Reading provides readers with a wealth of knowledge that can broaden their perspectives on a variety of topics. Reading should have a purpose because someone with a clear reading objective will comprehend what they are reading quickly and will be more focused on their goals as a result. So, we should decide what we want to accomplish before reading. The goal of reading is to find and acquire the information or knowledge we are looking for. Reading is done to seek for and receive information or messages that the author is trying to get through written communication in order to understand and learn.

Reading difficulties are common occur among students. Students struggle to identify the text's major theme, which is better. It appears that when the teacher asks the class to identify the text's primary idea, they presume that the text's title is "gaming ideas". Students find it difficult to access detailed information texts. They simply read the first sentence of each paragraph of material, even though the teacher encourages them to absorb the work's overall substance. Finally, the student's vocabulary is lacking. It appears that the students do not understand the meaning of the words they are reading while doing so. Students should be able to read with a wide vocabulary. Assess the depth of the student's comprehension of the text.

Teachers must assist in facilitating and finding effective methods to develop students' reading skills and understanding in order to overcome students' reading problems. It is critical for us and teachers to find simple methods that students can use to learn to read. Because teaching methods influence student success, students who use an effective method can better follow the lessons and improve their reading comprehension. As a result, the writer resolves this issue by employing the small group discussion method of teaching reading. According to Brown (2011: 177), a small group discussion method is a group of six or fewer students who are assigned tasks that require collaboration. According to some previous studies, there are several methods or strategies that can be used to improve student reading understanding, among them are joyful learning strategies, Skimming and scanning techniques and paraphrasing techniques.

Even though, the students struggle with reading, in fact they do not comprehend the material's content, what the text is about, difficult to find main idea of paragraph and word definitions. It might some issues occurs as reading comprehensions problems; the first, issues are because the text is uninteresting, the students are bored reading it. The second, the students have limited vocabulary so it is difficult to understand the reading of the text.

In senior high school, each student has capacity to read, comprehend, and then complete the book, in fact, Generally unique. There are students that can quickly and intelligently comprehend the material in a text while there are other students who attempt to finish and decipher the texts.

## **Literature review**

### **a. Reading Comprehension**

According to Woolley (2011) that reading comprehension is the process of making meaning from text. The goal is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. Peter Westwood (2012) stated that Reading comprehension is the process of making meaning from the text. The goal therefore is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences.

In the light of such theory, reading is viewed as a social skill that requires an active participation, interaction and involvement of learners (Reza & Mahmood, 2013). That statement, also supported by Horowitz (2014) reading comprehension is a complex cognitive process that the reader must also be intentional and thoughtful while reading, monitoring the words and their meaning as reading progresses. From all definitions above, it can be synthesized that reading comprehension is someone's ability in understanding the message from the written text. The readers who are good in comprehending can organize between their background knowledge and the message in the text and decide on the process needed to meet their purpose of reading. The comprehending process which is focused on how it works guides the readers to comprehend a reading text systematically. During this process, the reader combines his language skills, background knowledge and strategies to determine the meaning. Besides, the reader emphasized the importance of prior knowledge and reading skills in order to find information in the text.

### **b. Principles of Reading Comprehension**

According to several studies, a variety of factors can affect how well a reader can comprehend. McLaughlin and Allen contend that the reading concepts that are supported by research have the greatest impact on reading comprehension (Rahim, 2002: 3).

1. Understanding is a social constructivist process. constructivist intent is the use of language and the construction of meaning. Students build the knowledge that must be obtained by the knowledge they already know.

2. The balance of literacy is a curriculum framework that fosters understanding. The point is that which gives the same position between reading and writing and recognizing the importance of cognitive and affective knowledge that makes us involved in the process of reading and writing directly.
3. The superior reading teacher influences student learning. It means that the teacher who excels will do the best and provide what their students need to become successful students.
4. Good readers hold strategic roles in taking an active role in the reading process. A good reader is a reader who actively participates in the reading process. They have a clear purpose and monitor the purpose of reading them from the text they are reading.
5. Reading should occur in a meaningful context. That is, when the reader reads a text, of course it must have the benefits of the reading and understand the contents or important things of the text. What is read can be meaningful.
6. Teaching and developing a vocabulary have an impact on reading comprehension. It is important to strike a balance between teaching vocabulary and learning vocabulary from context. Teaching should be engaging for students, use vocabulary from their readings, and center on different methods for helping students figure out the meaning of words they are unfamiliar with.
7. Participation is crucial to the process of comprehending. The idea is that by actively participating in the reading, readers can develop understanding by connecting previously learned material to new information. Readers are involved because they are motivated to read for a number of reasons, using their prior knowledge to create new understanding and engage in meaningful social interactions around the reading material.
8. Strategies and understanding skills can be taught. The intention is to link skills and strategies to make it easier for students to understand strategies that are generally more complex than understanding skills.

**c. Small Group Discussion**

Small Group Discussion is a learning process in which students gain the ability to solve problems related to the subject matter as well as problems encountered in everyday life. Arends (1997: 201) states that discussion gives students public opportunities to talk about and play with their own ideas and provides motivation to engage in discourse beyond in the classroom. It is supported by Wu (2008) who states small group discussion could stimulate students to be involved in the active process of constructing knowledge. Sanchez (2009) defined a small group as having at least three members and no more than twelve or fifteen members, with each group consisting of 3-6 students. The technique allows students to actively participate in the learning process, which saves time. Students in a circle can relate to one another despite distance and other barriers to learning. As a result, students' achievement and communication will improve.

Furthermore, whether consciously or unconsciously, students learn from one another during group discussions. As a result, as students successfully share ideas and experiences, their confidence will gradually grow. One active learning strategy that can get students involved starts with group-building exercises and quickly gets them to start considering the material is small group discussions. Also, there are teaching methods that can be used by the entire class or by smaller groups (Small Group Discussion). This approach is distinct from the lecture approach. The conversation method is not as prevalent in the teacher's message. Typically, the master just directs the discussion's direction and assists in drawing conclusions from student-led debates.

#### **A. Characteristics of the Small Group Discussion Method**

This method is different from the lecture method. In the teacher's message, the discussion method is not so dominant. Master usually only provides direction for the course of the discussion and helps conclude results of discussions conducted by students. In terms of its usefulness, the discussion method is ideal for the teaching and learning process. But apparently not many teachers use the discussion method to convey lessons, that's because many teachers do not understand the discussion method, and yet know the benefits of the discussion method, and require a lot of time even though hours are limited and not all topics can be the subject of discussion. In the implementation of the Small Group Discussion model there is also a pedagogical basis and psychological basis. Small Group Discussion Models have a group approach.

The types of Small Group Discussion According to Ernest W. Brewer (1997), small group discussion has three types, as follow

- 1) Cooperative learning groups  
In cooperative learning, a small group of participants work together to achieve a common goal. Cooperative learning operates on the premise that participants achieve more when they work together. Positive interdependence, face-to-face connection among participants, individual responsibility within the group, and interpersonal and small group abilities are the objectives of cooperative learning.
- 2) Problem solving Groups  
These groups exist to collaborate, learn, research, and think critically. For instance, a group of individuals might cooperate to explore solutions to mathematical issues. The goal of the problem-solving groups is to tackle actual challenges in life with the right attitude. The participants research various methods for solving the issue and test them to discover the most effective one.
- 3) Groups Investigation  
The presenter divides the participants into smaller groups according to areas of interest. Each group collects information and interprets it according to a particular category. Following that, the participants get ready and convey what they learned to the class. The procedure teaches participants how to cooperate, pay attention to one another, and encourage one another's ideas

and work. This is a teaching strategy that improves peer connection while developing group skills.

#### B. The Technique of Small Group Discussion

Dobson (1981: 62- 63) as quoted by Antoni (2014: 56) explains that discussion techniques for use in small group discussion are outlined as follows: 8 First, Divide the class into small group of three to four students each. Give each group a different discussion topic that will necessitate outlining of several important points. Have one student in each group to write down these points as they emerge from discussion by group members. Second, Allow the groups to discuss their respective topic for at least 10 minutes. When group member has finished their discussion, they should elect a spokesman who will report on the group collective thoughts to entire class. Third, Call on the spokesman of one of the groups. After he gives a short presentation (five minutes or so), class members should question him or anyone else in the group in viewpoint expressed. You can help general discussion along by addressing your own questions to members of the group. Follow some procedure with the remaining groups until all groups have given their presentation. The teacher's help students do the activity until the end. In this small group discussion learning model, there is some of the advantages and disadvantages of implementing this discussion method, that is:

- 1) Advantages
  - a) The atmosphere of teaching and learning in the classroom will develop
  - b) Give lessons to be tolerant, democratic, critical and systematic thinking.
  - c) Conclusions from the problem being discussed students can easily remember. That's because students follow the flow of thinking and discussion.
  - d) Provide experience to students about deliberation
- 2) Disadvantage
  - a) The course of the discussion is often dominated by clever students, thus reducing the chances of other students to participate.
  - b) The course of the discussion is often influenced by the conversation deviate and the topic of discussion of the problem, so that widened discussion.
  - c) Discussions usually waste more time, so inconsistent with the principle of efficiency.

#### **Research method**

This type of quantitative research used the experimental method. In this research, the writer divided the students into experimental class and control class. The writer implemented all group discussions. Then use tests to measure. There are two kinds of tests in this study, namely pre-test and post-test. The final

objective is to investigate and explore students' abilities in reading comprehension through small group discussions. The first, the writer gives a pre-test to students to measure their ability in reading and understanding. Then, the writer provides treatment. And finally, the writer gives a post-test to students to see a significant difference.

## Findings

### a. The Result of Students' Pre-test in Experimental and Control Class

The result scores of students' pre-test in Experimental Class were attach in the Appendix. It showed that the lowest score of pre-tests in Experimental class was 16 for 1 student and highest was 70 for 3 students. For the Control Class, it showed that the lowest score in the pre-test was 20 for 1 student and the highest score was 78 for 4 students. After assessing the individual score, the writer calculated the score to get the mean score. It was important to determine the mean score for both classes and the t-test to measure students' basic knowledge, to find out whether the result was significant or not and to be able to make sure whether the research can be continued or not. Students' means score for both classes and the t-test in the pre-test were shown in the following table.

**Table 4.4**

**Students' result of Mean Score, T-test, and T-table in pre-test**

Class	Mean Score	t-test	t-table
Experimental	54,27	-1.32	1.99
Control	59,21		

The table showed that the mean score of the students in the Experimental class was lower than in the Control class. The result of the mean score described the difference of the students' basic knowledge. In addition, t-test of the pre-test between Experimental and Control class was -1.32 and the t-table was 1.99.

Making a conclusion about student's score was by comparing the t-test and the t-table. When the result of the t-test was smaller than the t-table, it meant that there was no significance among the result of the students' basic knowledge and it was appropriate for the research to be continued. The table above showed that there was no significance between students' scores in the pre-test because the t-test was smaller than the t-table ( $-1.31 < 1.99$ ).

### b. The result of Students' Post Test in Experimental and Control Class

The result scores of students' post-test in Experimental Class and control class were attach in the Appendix. It showed that the lowest score of post-tests in

Experimental class was 55 for 1 student and highest was 88 for 6 students. For the Control Class, it showed that the lowest score in the post-test was 32 for 1 student and the highest score was 76 for 3 students.

## **Discussion**

In Reading Comprehension, the teacher should be innovative enough to ensure that students are not bored during the teaching and learning process. As a result, the majority of students believe that Reading Comprehension is a simple topic. Using the small group discussion technique to teach Reading Comprehension in the classroom is a suitable method for the active class. This method can be used in the teaching and learning processes.

The writer presented Small group discussion in teaching reading comprehension, as well as how to practice this method, during the first meeting. In addition, it describes the analytical exposition material. The writer provides text examples for students to read and comprehend. The text is read aloud, and the students are tasked with determining the generic structure of the analytical exposition of the text.

After the writer implemented a small group discussion method in teaching Reading Comprehension, the writer got the data that the students' reading comprehension ability improved significantly. Students were engaged in the teaching and learning process through the use of small group discussions. Most students are engaged in responding to queries from other students or teachers. Students could also understand the meaning of context without consulting a dictionary. The writer concludes that was an improvement on students' ability in reading comprehension after taught using a small group discussion.

There were several reasons why the Small Group Discussion was helpful in teaching reading comprehension. That the reasons such as follow:

1. The majority of students claimed that Small Group Discussions make students more active in class.
2. By using the small group discussion, the students were engaged in learning to read.
3. The students enjoyed the teaching-learning process by utilizing the small group discussion.
4. The use of small group discussion techniques makes material easier for students to understand.
5. It has increased student's enthusiasm for learning reading comprehension.
6. The students stated Small Group Discussion made the students' more participated.
7. Small Group Discussion made the students happy in learning reading comprehension.
8. Small Group Discussion Technique created the student ideas in learning and gave the students a lot of information in understanding the text.

## **Conclusion**

Based on the finding above, it can be concluded that the students' reading comprehension taught by using Small Group Discussion Method at the tenth grades student of SMA Negeri 1 Jasinga, which was the result of data analysis showed that the mean score of students in Experimental class in the pre-test was 54,27 and 59,21 for Control class. The mean score in post-test for Experimental class was 74,21 and 59,69 for Control class.

The data showed that students' score in post-test for Experimental class was higher than in Control class. It meant that Small Group Discussion more effective than conventional method in teaching reading comprehension at the tenth grades student of SMA Negeri 1 Jasinga. And there was significant difference between students' reading comprehension taught by using Small group discussion and conventional at the tenth grades student of SMA Negeri 1 Jasinga. The data showed that students' competence in Experimental class was higher than in Control class. The t-test for both classes in post-test was 5,3 compared to the t-table with 1, 99 since the score of t-test was larger than the score of t-table, null hypothesis (Ho) was rejected and alternative hypothesis (H<sub>1</sub>) was accepted. It meant that the Small Group Discussion there is effectiveness on reading comprehension.

## **References**

- Abdul, M. (2013). *Strategi Pembelajaran*. Bandung: PT Remaja Rosdakarya.
- Ahmad S. Cecep. *The Effectiveness of Small Group Discussion Method in Teaching Reading at Second Grade Students' of One Of Public Junior High School*. 2013.
- Antoni, Rivi. 2014. *Teaching Speaking Skill through Small Group Discussion*
- Ariawan, Vina Anggia Nastitie, and Inne Marthyane Pratiwi. 2017. "Joyful Learning Strategy Using Game Method of Treasure Clue to Improve Reading Comprehension Skill." *Jurnal Prima Edukasia* 5, no. 2 : 203–10. <https://doi.org/10.21831/jpe.v5i2.11601>
- Arikunto. 2002. *Research Methodology*. PT. Rineka Cipta. Jakarta: Publisher.
- Brown & Lara. 2007. *Professional Development Module on Collaborative Learning*. (<http://www.utexas.edu/academic/cte/sourcebook/groups.pdf>, accessed January 30, 2011)
- es/groups/definition.html, accessed January 30, 2011)
- Hidayat, Andi, and Anita Nurinayah. 2019. "The Effectiveness of Extensive
- Hidayat, Dadan, and Titi Dewi Rohati. 2020. "The Effect of Extensive Reading on Language." *Literature and Teaching*, Vol. 1, No. 2