USING SMALL GROUP DISCUSSION TO IMPROVE STUDENTS' READING ACHIEVEMENT ON NARRATIVE TEXT

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Abstract

Objective of this research was to find out significant difference of reading achievement between students who are taught using Small Group Discussion and those are taught using conventional method. The research used quantitative approach by applying quasi experimental design of nonequivalent group design. Population of this research was the grade eight students of SMP Negeri 2 Pasarwajo in school year of 2017/2018. Number of populations were 118 students. Samples of this research were class VIII.A as experimental class which consisted of 30 students and VIII.B as the control class which consisted of 29 students. Instrument of this research was test and it was analyzed using Independent Sample T Test. This research concludes that there was a significant difference of reading achievement between the class whom is taught by using Small Group Discussion method and the class whom is taught by using conventional method.

Keywords: small group discussion, reading achievement, narrative text

Introduction

Indonesian proverb says that reading is the storehouse of knowledge. To acquire information from the book, people must have skill of reading. As Kim and Krashen (1997: 26) say that those who read more have larger vocabularies, do better in grammar tests, write better and spell better. Those aspects mentioned will support someone to obtain more information from something which is read. Besides, people read something for various purposes. Harmer (2007: 99) states that many people read the text either for the careers, for study purposes or just for pleasure.

Reading skill is very important for the students either during they follow the education in various level of the kind of school or after they go to school or work in society. Reading skill is a basic ability that should be mastered by the students in following the whole activities in the process of learning and instruction.

The success of English teaching and learning process is determined by the number of students' participation in following the instruction, the more active student participate in the instruction, the more successful the teaching and learning process and without activity, the student achievement will not give better result. In fact teacher in doing teaching and learning activity in the classroom tends lasting conventional or using the strategy of tradition teaching. From the conventional point of view, it indicates that the average of students in the level of senior high school still had problem in learning reading English because the teaching and learning process in the classroom is mainly teacher centered, so that such condition makes the students get bored and lazy in receiving a lesson. Therefore, the teacher must make a method that can make the students becomes active in the classroom.

Pamungkas (2016) said that the use of Small Group Discussion help the students to comprehend the reading, such as understanding vocabulary, identify the detail information, identify the factual information, identify the main idea, identify the meaning of particular

words, and identify the implicit information. The students can understand the material that given by teacher with discussion in group. It means that learning process better because each student has a role and more active when they did discuss in their group to solve the problems, answer the question or give their idea. Group discussion is more effective if the group consisted of 3-4 students; enable students to give their opinions or ideas to other students easily (Sagala, 2008: 20).

Small group discussion is a group which consists of six or fewer students who are assigned a task that involves collaboration (Brown, 2001: 177). Discussion is the common types of communication activity. The good characteristics of discussion is the exchange information of each other. It is useful for the students to express their ideas without fear and embarrassment. In these activities, the students must work together to develop a plan, resolve the problem or complete the task.

In addition, Fowler (1980: 310) states that small group is three or more people interacting face to face, with or without an assigned leader in such a way that each person influences, and is influenced by another person in the group. In short, it can be said that small group discussion is the process by which three or more people of a group exchange verbal and nonverbal messages in an attempt to influence one another. By using this technique, it could be easier for the students to actively participate and a small group gives children the chance to hear other students thinking about their reading process and responses to texts. Small group discussion help students participate freely and actively. It includes special activities or formats that help interest and engage people. Moreover, it fosters active participation and steer the participants toward

constructive dialogue. It helps avoid complain-oriented or conflict-driven session.

Of the description above, this research formulates the problem of the research namely is there any significant difference of reading achievement between students who are taught using Small Group Discussion and those are taught using conventional method. This research is focused to enhance reading achievement, which is focused in narrative text. In specific, aspects of reading that are observed in this research consist of the idea of the text and the rhetoric of the text. The idea of the text consists of the main idea, supporting idea, and implied information. While the rhetoric of the text consists of orientation, complication, sequences of events, resolution, and coda.

Literature Review
Nature of Reading
Reading skill plays an important role in learning English as a foreign language. There are some reasons why reading is important to get students to read especially reading English texts. Harmer (1998: 68) states that there are some reasons why reading becomes so important. First, reading gives many exposures to students' language acquisition. They will unconsciously learn a new word, grammar and extract meaning of the word in contexts. When they read, they get many kinds of language exposures from many different kinds of texts, they repeat the exposures and easily memorize them. Second, reading texts provide a good model for English. A good model of text is important to be given in teaching English. Hence, it helps students recognize the pattern of phrase, clauses, and sentences within the text.

Aspects of Reading

Reading is an astoundingly complex cognitive process. According to Nuttall (1982), there are five types of reading which can be explained below:

1. Determining Main Idea

Main idea is the most important piece of information the author wants to know about the concept of a paragraph. Determining main idea is a skill to grasp and find the main point of a passage by summarizing its passage and looking for repetition of ideas/words.

2. Finding the Specific Information or Part of Text

It means by looking for the information which relevant to what goal in mind and try to ignore the irrelevant one.

3. Finding Reference

Reference is the intentional use of one thing to indicate something else in which one provides the information necessary to interpret the other. Finding reference means we interpret and determine one linguistic expression to another. There are two types of references; anaphoric and anaphoric references. Anaphoric reference unit refers to what anaphoric reference we would need to look ahead in the text. On the other hand, an anaphoric reference unit refers to another unit that was introduced earlier in the text. To understand the unit referred to by an anaphoric reference we would need to look back in the text.

4. Finding Inference

Inference is a good guess or conclusion drawn based on the logic of passage. Finding inference means the reader imply the sentences or passages understand and conclude it logically.

5. Guessing Meaning of Vocabulary (Difficult Word)

It is unlikely that we will know every word in a text and even if we think that we have seen every word before, it is unlikely we will have seen a particular word in its present context. Guessing meaning of vocabulary (difficult word) refers to comprehend what the unfamiliar words mean by seeing its synonym related to the context. Besides that, we can also try to guess the meaning of the vocabulary (difficult word) by comprehending one or two previous sentences in the text.

In short, these five aspects of reading are important to learn since these aspects can help the students to understand a text deeply. In addition, in this research, these five aspects of reading are considered as some processes that would happen automatically when the students produce a text in Indonesian language based on their understanding of text in English language.

Concept of Narrative Text

Narrative text is one kind of text taught in grade eight in junior high school. Siahaan and Shinoda (2008: 73) state that narration is any written English text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience in different ways. Narrative uses conflicts among the participants, either natural conflict, social conflict or psychological conflict. In some ways, a narrative text combines all these conflicts.

Narrative text has many types, they are typically imaginary included fairy stories, mysteries, science, fiction, horror stories, adventure stories, romances, parables, fables, moral tales, myths, legend, and historical stories but can be factual included autobiography and biography or the combination of both.

Narrative text is a story with complication or problematic events and

it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration.

Generic Structures of Narrative Text

Narrative text consists of three generic structures which are orientation, complication, sequence of events, resolution and coda as explain on the following:

1. Orientation

   In this part, the author introduced who is involved, where the events took place, and when it happened.

2. Complication

   In complication is tell that some sort of problems in the story developed. This complication will involve the main characters and oven serves to temporally toward them from reaching their goal.

3. Sequence of events

   It tells about the characters react to the complication.

4. Resolution

   In resolution is tell that the problems in the story is solved it may "happy ending" or "sad ending".

5. Coda

   It tells about a comment or moral based on what has been learned from the story (an optional step).

Small Group Discussion

Small Group Discussion or working in small groups has been shown to improve students' understanding, retention of material, and problem-solving abilities. However, most of us do not instinctively know how to work well with others in the academic setting. In order to successful, group work must be carefully structured and the student must receive support in order to be successful.

Brilhart (1982: 16) said that group is two or more persons united for some purpose (s) and interacting in such a way that they influence each other. Brumfit (1984: 9-10) stated that a group is usually defined as a number of people who interact with one another that perceive themselves to be a small group. Small Group Discussion is the discussion that take place when student work together usually in group of 5 or 7. So it can be inference that Small Group Discussion is the way to influence each other to get involve in order to find the way out about something they discuss about. The writer concluded, Small Group Discussion is a media for students to get involve to influence each other to find the way out about something they discuss about or problem solving.

The Advantages and Disadvantages of Small Group Discussion

1) The Advantages

   The positive primary aspect of using group discussion is the students can share to each other to solve the problem it needs good teamwork. They need to share their idea and discuss the way to fix it. Here are some advantages about group discussion.

a) Enhances learning in both the affective and cognitive domains.

b) Is both learner-centered and subject-centered.

c) Stimulates learners to think about issues and problems.

d) Encourages learners to exchanges their own experiences, thereby making learning more active and less isolating.

e) Provides the opportunity for sharing of ideas and concerns.

f) Fosters positive peer support and feelings of belonging.

g) Reinforces previous learning. More simply put:

h) Ideas can be generated.

i) Ideas can be shared.

j) Ideas can be 'tried our'.

k) Ideas can be responded to by others.

2) The Disadvantages

Some disadvantages of using Small Group Discussion are explained as follows:

a) One member of the group can dominate the discussion.

b) Easy to digress from the topic.

c) Shy learners may refuse to become involved or may need a great deal of encouragement to participate.

d) Requires skill to tactfully redirect learners who digress or dominate without losing their trust and other group members.

e) Particularly challenging for the novice teacher when group members do not interact easily.

f) More time consuming for the transmission of information than other methods such as lecture.

g) Requires the teacher's presence at all sessions to act as a facilitator and resource person.

Not all the members of the group get involve to the discussion, is about the confident problem. There is a different confident level to each student, they are too shy to show up and perform themselves in front of their friends.

The Procedures of Using Small Group Discussion

According to Cristiani and Mintohari (2004: 3), the procedures of Small Group Technique in teaching learning process are providing a topic, forming group, providing materials, encouraging students to discuss in group, reporting group discussion result to the other group, explaining the materials that was learnt, and answering questions which was prepared.

1) Teachers provide a title which will be discussed.

Teacher as a facilitator prepare the material that will be discussed and given to students before the class begins.

2) Teachers guide students in forming small group discussion.

Teacher help students choose the members of the group. Students are divided into several group based on small group discussion technique rules with three or five students within a group. The teacher made the heterogeneous group includes the characteristics of intelligence, learning motivation, gender, or different ethnic backgrounds.

3) Teacher gives the material about narrative text and the students in each group predict it.

Teacher not only provide the material, but also help students to explain what they should do such as after getting the material each student in group have to prediction by looking at the title of the text first to know what the text about. After they got what the text about, they can discuss their information or knowledge that related with the text.

4) The students discuss a topic in their group and teacher move around the class.

After they finished the prediction activities, they begin to discuss it with their members of their group respectively. In this activity the students have opportunity to communicate each other in order to make the group be more active and comprehending the text. While, the teacher should observe the group discussion to make sure that all members participate in their own group discussion. The teachers also give limitation time when the students should finish the discussion. After

they finished in discussion, to make sure that their prediction in true or not they read the text together.

5) Then, each group discusses about their discussion result to another group.

After getting the discussion between members of their own group and get the information of the text, the representative of each group discusses the result of their discussion to another group. The other members in the group may debate, clarify, give opinion, and criticize the result of discussion from another group.

6) The teacher explains about the material.

Teacher helps students to explain in details what they have learned and the teacher may give corrections if any.

7) Finally, each student tries to answer the questions that have been prepared in the text.

After discussion between group and teacher, each student tries to answer the questions individually based on the tasks that have been provided by the teacher.

It is better for the teacher to arrange the class to form the group, give them instruction of how to start learning until the class ends. The teacher later gives reward (score) based on the result which have been done by students.

Methodology

The research used quantitative approach by applying quasi experimental design of nonequivalent group design. The design involves experimental group and control group which researcher would admitter a pre-test, treatment and post-test. This research had two variables; those were independent variable, that was the effectiveness of small group discussion method and the

dependent variable, that was reading achievement.

The population of this research was the grade eight students of SMP Negeri 2 Pasarwajo in school year of 2017/2018. Number of populations were 118 students. In taking of sample, this research used a cluster random sampling. Cluster samples are widely use in small scale research. In a cluster sample the parameters of the wider population are often drawn very sharply; a researcher, therefore, would have to comment on the generalization of the findings. By cluster sampling, the researcher can select a specific number of schools and test all the students in those selected schools, i.e. a geographically close cluster are sampled (Cohen *et al.,* 2007: 112). While random sampling is the process of selecting a sample in such a way that all individuals in the defined population have an equal and independent chance of selecting for the sample (Gay *et al.,* 2012: 131). So that, cluster random sampling is the sampling technique for comprehensive data sources that all members in the cluster have the same opportunities to be selected a sample. Therefore, this research took two classes namely VIII.A as experimental class which consisted of 30 students and VIII.B as the control class which consisted of 29 students. A total number of students as the sample were 59 students.

To obtain the research data, instrument in this research was a test, in which the test was administered into two parts; those were pretest and posttest. The pretest was aimed to know the students' reading comprehension before the treatment was carried out. The result of the test became the evaluation before using Small Group Discussion as technique in teaching reading comprehension is applied in the class. The treatment then applied to the experimental group by using Small

Group Discussion method in teaching reading comprehension. Teaching reading comprehension by using Small Group Discussion method a includes providing a topic, forming groups, providing text and students do prediction about the text, encouraging students to discuss in group, reporting group discussion result to the other group, explaining the materials that was learnt, and answering questions which was prepared. On the contrary, the conventional method as the teachers used for teaching was applied for the control class. Posttest was administered after the treatment was taught by using Small Group Discussion in teaching reading comprehension. Of the score of this test, the researchers were intended to find out the effectiveness of Small Group Discussion as method to improve reading comprehension. The result of the scoring then was compared with pretest.

For analyzing the data, descriptive and inferential statistics were applied. The descriptive statistics was applied to find out the students' reading scores both in pretest and in posttest for either experimental or control group, which consist of mean, median, mode, standard deviation, minimum score, maximum score, and the score dispersion from the test.

The inferential statistics was applied to find out whether there was a significant difference of reading achievement for the class who was taught by Small Group Discussion and the class who was taught by conventional method. In the inferential statistics, the Independent Sample Test was used to test the hypothesis.

Criteria of rejecting or accepting the hypothesis with significant value of 0.05 were:

a) If t_{test} was greater than t_{table}, H_1 was accepted and H_0 was rejected. It meant there was a significant difference of students' reading achievement of those who were taught by Small Group Discussion and those who were taught by conventional method at grade eight of SMP Negeri 2 Pasarwajo.

b) If t_{test} was fewer than t_{table}, H_0 was accepted and H_1 was rejected. It meant there was not any significant difference of students' reading achievement of those who were taught by Small Group Discussion and those who were taught by conventional method at grade eight of SMP Negeri 2 Pasarwajo.

Result and Discussion
The Result in Experimental Group

Experimental group is a group which is taught using Small Group Discussion method. Before the treatment applied, a pretest is administered for experimental group to know their reading achievement. The result of the test in displayed in the following table:

Table 1. Students' Pretest Score

No	Score	Frequency	Percentage
1	25	1	3.3
2	30	2	6.7
3	35	2	6.7
4	40	1	3.3.
5	45	7	23.3
6	50	7	23.3
7	55	5	16.7
8	60	3	10
9	65	1	3.3
10	70	1	3.3

Based on the table above, it can be seen that the lowest score is 25 which is obtained by 1 student and the highest score is 70 which is obtained by 1 student. Besides, the most scores the students obtain are 45 and 50, in which both scores are obtained by 7 students for each score. It is also obtained score of mean is 48.33 and standard deviation is 10.37.

After the treatment using Small Group Discussion is applied, the posttest is then administered and the result of the test is presented below:

Table 2. Students' Posttest Score

No	Score	Frequency	Percentage
1	30	4	13.3
2	35	1	3.3
3	40	4	13.3
4	45	5	16.7
5	50	1	3.3
6	55	7	23.3
7	60	5	16.7
8	65	1	3.3
9	70	1	3.3
10	75	1	3.3

Based on the table above, it can be seen that the lowest score is 30 which is obtained by 4 students and the highest score is 75 which is obtained by 1 student. Besides, the most scores the students obtain is 55, in which the score is obtained by 7 students. It is also obtained score of mean is 49.50 and standard deviation is 12.13.

Of the result above, it is known that there is an improvement of students' reading score. It can be seen in minimum score, in which in pretest the score is 25, while in posttest it is 30. The improvement also occurs in maximum score, in which it is 70 in pretest and 75 in posttest.

The Result in Control Group

Control group is a group which is taught using conventional method as the English teacher usually uses. This group consists of 29 students. Before the treatment applied, the pretest is administered and the result of the test is presented in the following table:

Table 3. Students' Pretest Score

No	Score	Frequency	Percentage
1	20	1	3.4
2	25	2	6.9
3	30	4	13.8
4	35	6	20.7
5	40	3	10.3
6	45	5	17.2
7	40	1	3.4
8	55	2	6.9
9	60	4	13.8
10	70	1	3.4

Based on the table above, it can be seen that the lowest score is 20 which is obtained by 1 student and the highest score is 70 which is also obtained by 1 student. Besides, the most scores the students obtain is 35, in which the scores are obtained by 6 students. It is also obtained score of mean is 41.89 and standard deviation is 12.64.

After the treatment using conventional method is applied, the posttest is then administered and the result of the test is presented below:

Table 4. Students' Posttest Score

No	Score	Frequency	Percentage
1	25	1	3.4
2	30	8	27.6
3	35	9	31.0
4	40	6	20.7
5	45	3	10.3
6	50	1	3.4
7	60	1	3.4

Based on the table above, it can be seen that the lowest score is 25 which is obtained by 1 student and the highest score is 60 which is obtained by 1 student. Besides, the most scores the students obtain is 35, in which the score is obtained by 9 students. It is also obtained score of mean is 36.72 and standard deviation is 7.35.

Of the result above, it is known that there is an improvement of students' reading score in minimum score, in which in pretest the score is 20, while in

posttest it is 25. But the different result occurs in maximum score, in which it is 70 in pretest and 60 in posttest.

Independent Sample Test

To know whether there is a difference of the test result, the Independent Sample Test is applied. Table 5 below indicates the result of Independent Sample Test for pretest. The result of the statistical test is presented below:

Table 5. Independent Sample Test for Pretest

		Score	
		Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variances	F	1.986	
	Sig.	.164	
t-test for Equality of Means	t	2.142	2.135
	df	57	54.155
	Sig. (2-tailed)	.036	.037

In the table 5 above, the result of Levene's test obtains the value of F_{count} is 1.986 and the value of Sig. is 0.164. Because of the score of Sig. is higher than α (0.05), the data are homogenous. It means there is not any variance difference between control and experimental.

Since the data are homogenous, the value in equal variances assumed column is used to analyze. It is obtained the value of t_{count} is 2.135 and sig. (2-tailed) is 0.036 for df is 57. Comparing with the value of t at t_{table}, it is obtained the value is 2.00. Because of the t_{count} is greater than the t_{table} and the value of sig.(2-tailed) is lower than α (0.05), it means there is a significant difference of reading achievement in pretest between control group and experimental group.

After the treatment is applied, the posttest is then administered to find out the students' reading achievement. The result of the statistical test is presented below:

Table 6. Independent Sample Test for Posttest

		Score	
		Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variances	F	10.188	
	Sig.	.002	
t-test for Equality of Means	t	4.871	4.910
	df	57	57
	Sig. (2-tailed)	.000	.000

Based on table 6 above, it is obtained the F_{count} is 10.188 and sig. is 0.002. Since the value of sig. is lower than α (0.05), the data are homogenous. It means there is any variance difference between control and experimental after pretest.

Since the data are not homogenous, the value in equal variances not assumed column is used to analyze. It is obtained the value of t_{count} is 4.910 and sig. (2-tailed) is 0.000 for df is 57. Comparing with the value of t at t_{table}, it is obtained the value is 2.00. Because of the t_{count} is greater than the t_{table} and the value of sig.(2-tailed) is lower than α (0.05), it means there is a significant difference of reading achievement in pretest between control group and experimental group.

Conclusion

Based on the finding and data analysis, this research concludes that there is a significant difference of reading achievement between the class whom is taught by using Small Group Discussion method and the class whom

is taught by using conventional method. This can be seen by the result of descriptive statistics, in which the mean score of pretests in experimental group is greater than in control group. Therefore, the final conclusion in this research is the use of Small Group Discussion is effective to enhance students' reading achievement.

Suggestion that can be proposed is the English teacher must use the Small Group Discussion method in teaching reading comprehension in order to enhance the students' reading achievement. By using this method, the students are motivated and interested to the learning. Besides, they also have enough time to work on a simple task. The good characteristics of discussion is the exchange information of each other. It is useful for the students to express their ideas without fear and embarrassment. In this method, the students must work together to develop a plan and resolve the problem. They are surprised that this activity is so much fun. This enthusiasm shown by the students is important to destroy negative thought that learning English is boring and scary.

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