

THE EFFECTIVENESS OF SMALL GROUP DISCUSSION TECHNIQUE TO IMPROVE STUDENTS' ENGLISH READING COMPREHENSION OF NARRATIVE TEXT

Maulinda Mukhofifah, Nur Ekaningsih
Universitas Islam Sultan Agung

Abstract

The purpose of the research was known no matter if use of discussion small group technique was successful in enhancing students reading comprehension of text narrative of tenth graders Sultan Agung 1 Islamic High School Semarang in the academic year 2021/2022. This study was conducted at Sultan Agung 1 Islamic High School Semarang. Located at Jalan Mataram No. 657, Wonodri, Central Java, Indonesia. This kind of the research was experimental quasi. Population in this research was tenth graders of SMA Islam Sultan Agung 1 Semarang. Sample were X MIPA 4 was control class while X MIPA 2 as the experimental class. When gathering data, researcher applied a pre-test and post-test were two tests. The outcome of this research indicated pre-test score means control group 56.42 and experimental group 59.46. Treatment completed; post-test score means control group 69.00 while the means score experimental group 78.58. The outcome indicated a significant dissimilarity both classes in post-test. The outcome analysis t-test was sig (2-tailed) .000 < 0.05. Thus, it may be said technique small group discussion was efficient was effective to increase readers' comprehension in students of narrative text.

Key words: *Small Group Discussion, Reading Comprehension, Narrative Text*

INTRODUCTION

Reading is a task carried out to obtain desired explanation. By reading people are required to find ideas in a text, not just for reading aloud. Usu & Adi (2021) state that the main purpose of reading activities not only allow students to understand fictional texts as entertainment because one of the benefits of reading fiction books is to sharpen the brain to explore. The fiction text is like a short story or novel. However, students also need to understand non-fiction texts such as scientific texts or journals because non-fiction texts contain information in the form of facts so that what is obtained is factual and important information, it can also increase knowledge. Then, often there are questions in the reading text that aim to test a person's ability to understand whether or not this person understood the reading correctly. Therefore, in reading, reading comprehension is necessary.

In the process reading comprehension, there are three problems faced by students (Devira, 2017). The first lack of vocabulary is a challenge for students in reading comprehension. Sometimes there are children who have difficulty finding synonyms in the reading as a result of their limited vocabulary. The second problem that students face in reading comprehension is

their lack of background knowledge. Many students recognize that their background knowledge is very low in understanding some reading in the text. So, that students have difficulty when ask to find the subject of the text and key concept. And last issue encountered by students in reading comprehension is the absence students' motivation. Some students recognized that they lacked sufficient drive to increase their enthusiasm in reading. Furthermore, people challenge in generating motivation in themselves develop their reading comprehension.

Small group discussion is a great way for students to increase their reading comprehension. Therefore, the author introduces a small group discussion learning technique for reading narrative texts. By using this technique, students activated in learning activities in understanding narrative text, it can make all student in the class more interactive and embroiled in class activities. Then, atmosphere more fun and students do not bore in the learning process. Small group discussion is efficient way guide students through reading and help them understanding a text. Students can cooperate in small group In small group to speak, intellectual, and exchange opinions further easily and freely without embarrassment with other students.

Concept of Reading Comprehension

Reading activities are always related with comprehension reading because while reading a text, the students must understand the meaning and find the information contained in it. The understanding obtained is an active thinking process of students. According to Usu & Adi, (2021), reading comprehension is a person capability to be capable process, adsorb the significance in the text. Therefore, by improving this capability, one can understand what the researcher expects when they read a text. Furthermore, for students to succeed in reading comprehension. Students must be processing what they read actively. This processing ability needs students to have fluent reading ability appropriate background text knowledge and have a lot of vocabulary.

Techniques of Reading Comprehension

Skimming and scanning are very important use in reading comprehension activities. Marliasari (2017) states that readers can rapidly from books, magazines, and website. There are two reading comprehension techniques, as follows:

Skimming technique is students need to read briefly and rapidly just to find the main point contained in a textbook. Skimming technique is carried out a rate three to four times faster than normal reading (Marliasari, 2017). When students read longer texts, they only check the table of contents, introduction, opening paragraph, closing chapter, and conclusion. With all that, students are not interested in all details of the sentences contained in the text, and they just want to get the main point.

Scanning is also called reading scan a portion of the text to find the desired word by moving your eyes rapidly down the page looking for specific words and phrases in order to get certain information in a reading (Marliasari, 2017). In this technique, when students observe a

reading text, students only focus on the problem they are looking for regarding certain more specific information.

Factors Influenced Students' Low Reading Comprehension

In learning process, not all students have a good reading comprehension. There are also some students have poor reading comprehension in a text. Maslina et al., (2020) state that the factor that cause students' lack of reading comprehension is due to lack of vocabulary, they are unaware many word definitions in a text, except when the text very simple. Then, lack of interest and concentration of students in reading which makes it difficult for them to successfully understand reading comprehension.

Aspects of Reading Comprehension

Students can reach a level of understanding must go through various processes. According to Nisa et al., (2018), there are four aspects of reading comprehension, as follows: first, the main idea of a read narrative text is the main message. The main idea refers to the point or thought explained. In contrast to the term topic which refers to the subject being discussed. Second, detail is most important thing in reading comprehension. When students read narrative texts, they need detail information to understand the text. Third, vocabulary, Students need many words in their vocabulary process the capacity to comprehend of what is meant in the narrative text. The last, inference is also important in reading comprehension, because students in reading narrative texts must find the contained meaning expressed by the writer but not written directly in the text.

Concept of Discussion Small Group

Discussion small group technique was collection three or four students to work together. Then, each student is given orders by the teacher to help each other, discuss, exchange opinions to assess each student understanding of the material given by the teacher (Irawan, 2017). This means use technique small group discussion in the instruction of reading comprehension effective way to students in education process.

The Procedure of Small Group Discussion

There were some procedures using discussion small group in the classroom (Arisman & Haryanti, 2019). As follows: first, teacher gives the material. Teacher as a facilitator was prepared the material to be discussed and provided the material to the students before class starts. Second, teachers lead students in making small group discussion. Teacher helped students chose group members. Several groups of students are separated based on the rules of small group discussion techniques with three or five students in one group. Third, teachers give material about narrative text and students in each group have to guess it. Teacher not only gave the material, but also helped students to explain what they have to do such as after obtain the material, each student in group have to guess by knowing at the title of the text first to find out what the text is about. The, after students got the textual information, they can converse the

information connected to text. Fourth, teachers go around to observe students who are discussing a topic in each group. Teacher should be observed the discussion process of each group to ensure that all members are involved or work in their own small group discussion. After students finish discussed, they can read the text together. Fifth, each group explains the result of their discussion to the other groups. After students discussed between their own group members and got information from the text. Then, representations from each group explain the result of the discussion to another group. Other members in groups were allowed to help explained, criticized the result discussion from other group, debated, and gave opinions. Sixth, teacher described in detail about the material they have learned, so that students felt more understood and the teacher also provided feedback to the students. The last, each student tries to answer the questions that are already in the text. The last activity, after discussion with groups and teacher. Each student tries to answer the questions in the text that has been given by the teacher and works individually. Furthermore, the teacher gave reward (good score) based on the result that have been done by students during learning.

The Advantages and Disadvantages of Small Group Discussion

There were some advantages and disadvantages of discussion small group, as follows: Advantages of Discussion Small Group is discussion small group advice students to think broadly, speak, and share their ideas with other students (Rusmiati, 2015). Discussion in small group can be beneficial technique to pupils in process of reading and gives they're a clear understanding of what they are reading and provides text narrative. Meanwhile, by using these techniques can make the classroom environment less boring and more enjoyable learning and teaching experiences.

Disadvantages of Discussion Small Group There were many disadvantages of discussion small group in the classroom (Arisman & Haryanti, 2019). As follows: Shy students may refuse to participate in small group discussion and need a lot of encouragement to participate, a challenge for beginner teachers when group members do not want to interact with other students, waste more time-sharing information, necessitate the presence of teachers in all groups to act as sources person and facilitators.

Concept of Narrative Text

Narrative text was writer who write English text that aim to entertain the reader and give out with real or indirect in a different way (Daulay, 2019). In narrative text there are usually moral values that can be learned by the reader. Moral values in narrative texts are often developed in English reading questions.

Generic Structure of Narrative Text

There are four generic structure of narrative text (Khoirunnisa & Widodo, 2019). First, orientation. This orientation usually describes who the characters are complicated in the story, when, and where the events occur. Second, complication explains the beginning of the story problem that cause the peak of the problem. Third, resolution explains that at the end of the

story there is a solution to the problem that occurs. The last, coda describes the moral lessons that can be taken or benefited from the tale.

Language Features of Narrative Text

As type genre, text narrative has language features. According to Hidayat et al., (2020), some language features in narrative text there are, as follows: using past tense, using action verb, using adverb and adverbial phrase determine location and the date the story, time connectives and conjunction to make the story more sequential, use adjectives that sustain noun phrase, specific noun as pronoun of person

Introduction presents the background of the study, the research gap, the purposes of the study or research questions, and the significant of the study. Review of related literature should be included in this section as well. Introduction should cover as much as 15-20% of the length of the article.

RESEARCH METHOD

Design of the Study

Quantitative research used this research with an experimental quasi study. The type of this study was quantitative research with a quasi-experimental research. According to (Gopalan et al., 2020), one kind of research design is called a quasi-experiment to build cause or effect relationships. Then, in this research, using a quasi-experimental study, teach reading comprehension students' by use narrative texts small group discussion technique was experimental group.

In conducting research design activities, techniques are needed to achieve good result. The data collection technique aimed to support research and help researcher to obtain data and information about the process of learning to read and understand narrative texts through small group discussion technique. In this study, a quasi-experimental performed with two randomized test pre-test and post-test. This research, two teams used, there were experimental and control class. The design was adopted from (Cohen et al., 2020). As follow:

E 01 X 02
C 03 - 04

Where:

E : experimental group

C : control group

01 : pre-test for experimental group

02 : post-test for experimental group

03 : pre-test for control group

04 : post-test for control group

X : treatment use small group discussion technique

Subject of the Study

The population this research was tenth grade students at SMA Islam Sultan Agung 1 Semarang in academic year 2021/2022. Researcher chose non-random sampling (purposive sampling) to utilize the research sample. Therefore, the research conducted by involving two classes. There were control class was X MIPA 4 which consisted 24 students while experimental class was X MIPA 2 which consisted 24 students.

Variable of the Study

Variable was a research work's foundation and primary components. Then, it can be concluded that there wouldn't be variables were no study. A variable is an object, event, idea, period of time, or other type that is trying to be quantified (Abiodun-Oyebanji, 2020). Variables were classified into two categories, they were: independent variable is variable that can influenced another variable. The independent variable (X) this research was use of technique small group discussion. Meanwhile, dependent variable is one that an independent variable affects. The dependent variable (Y) this research was reading comprehension.

Instrument of the Study

To get research data, researcher can conduct tests as an instrument. Where the test is split into two parts, namely post-test and pre-test (Arisman & Haryanti, 2019). Data collection instrument this research, a test was conducted using a reading narrative text. The researcher used examine in the multiple-choice format. The test consists of text narrative and there were multiple choice questions with four choices in each question. Students asked to do the test within 30 minutes by choosing one correct answer from four probable answer A, B, C, and D.

Procedures of Collecting Data

To gather the information, researcher attended some steps, as follows: first, chose the population of the research, which was the whole tenth grade students of SMA Islam Sultan Agung 1 Semarang in academic year 2021/2022. Second, chose the study's, there were X MIPA 4 was control group and X MIPA 2 was experimental group. Third, try-out. Before giving test, the researcher gave tryout to find validity and reliability of instrument. Fourth, pre-test. Test was given before giving treatment to measure improve reading comprehension. Fifth, treatment. After being given a pre-test, experimental group got treatment while control group did not. Sixth, post-test. After being given experimental class got treatment, both classes got post-test with the aim of knowing the success of the treatment. Seventh, every student who has been tested was given a score. The last, analyzed the outcome the research data.

Data Analysis

The study's quantitative data analysis included information from post-test and pre-test. Then, collect data on students test result using a statistical approach to know significant result use discussion small group technique to improve reading comprehension narrative text in control group and experimental group. Firstly, scoring of test. Then, analysed standard data

normality 0.05. It can be said normal if $0.05 > \text{sig}$ (2-tailed) while nor normal $0.05 < \text{sig}$ (2-tailed) (Ghasemi & Zahediasl, 2012). After the data was normal, then used the homogeneity test to know experimental and control class is identical ability. Last steps, this research used t-test to measure no matter the treatment is significant or not. Therefore, researcher used the SPSS version 25 application. The hypothesis criteria: when the value of $T_{\text{count}} > T_{\text{table}}$ level 0.05, it can be concluded that H_1 was rejected and H_0 was accepted. And when the value of $T_{\text{count}} < T_{\text{table}}$ significant level 0.05, it can be concluded that H_1 was accepted and H_0 was rejected.

RESULTS AND DISCUSSION

Research Finding

The researcher used an experimental class and control class to know whether there was a significant difference in teaching English reading comprehension of narrative text using small group discussion technique and conventional method. Following data analysis, as follows:

Analysis of Normality

To know the standard normality of the groups, researcher used One Sample Kolmogorov-Smirnov. It might be proven on the table below:

Table 1. Normality of Pre-Test in Control Class and Experimental Class

One-Sample Kolmogorov-Smirnov Test			
		Pre-Test Control	Pre-Test Experimental
N		24	24
Normal Parameters ^{a,b}	Mean	56.42	59.46
	Std. Deviation	4.232	4.961
Most Extreme Differences	Absolute	.176	.168
	Positive	.174	.165
	Negative	-.176	-.168
Test Statistic		.176	.168
Asymp. Sig. (2-tailed)		.052 ^c	.076 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Table described standard analysis normality Asymp. Sig (2-tailed) on the control class pre-test.052, while experimental class .076. This represented that the data acquired was greater than 0.05, the data was considered normal.

Table 2. Normality of Post-test in the Control Class and Experimental Class

		One-Sample Kolmogorov-Smirnov Test	
		Post-Test Control	Post-Test Experimental
N		24	24
Normal Parameters ^{a,b}	Mean	69.00	78.58
	Std. Deviation	7.593	6.858
Most Extreme Differences	Absolute	.162	.159
	Positive	.162	.145
	Negative	-.146	-.159
Test Statistic		.162	.159
Asymp. Sig. (2-tailed)		.106 ^c	.121 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

The table above defined that the standard of normality Asymp. Sig (2-tailed) on the control class post-test was .106, meanwhile experimental class was .121. This indicated that the data acquired was higher than 0.05. Therefore, the data from post-test control and experimental class was normal.

Analysis of Homogeneity

The test of homogeneity criteria in this study, it can be said that the variants are homogeneous if the significance was more than 0.05, whereas it can be said that the variants are not homogeneous if the significance was less than 0.05. The following test of homogeneity table below:

Table 3. Homogeneity of the Pre-Test in Control Class and Experimental Class

		Test of Homogeneity of Variances			
		Levene Statistic	df1	df2	Sig.
Result	Based on Mean	.074	1	46	.787
	Based on Median	.022	1	46	.881
	Based on Median and with adjusted df	.022	1	41.155	.882
	Based on trimmed mean	.076	1	46	.784

Table 4. Homogeneity of the Post-test in Control Class and Experimental Class

		Test of Homogeneity of Variances			
		Levene			
		Statistic	df1	df2	Sig.
Result	Based on Mean	.587	1	46	.448
	Based on Median	.401	1	46	.530
	Based on Median and with adjusted df	.401	1	45.808	.530
	Based on trimmed mean	.558	1	46	.459

From the Levene Statistic test of homogeneity of variances above described that Levene Statistic was .587, because the significance of homogeneity was .448. This showed that the data was homogeneous because more than 0.05.

Independent Sample T-test

Table 5. Independent Sample T-test of Pre-Test in Control Class and Experimental Class

		Independent Samples Test							
		Levene's Test for Equality of Variances				t-test for Equality of Means			
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower Upper
Result	Equal variances assumed	.587	.448	-4.58	46	.000	-9.583	2.089	-13.787 -5.379
	Equal variances not assumed			-45.5	45.5	.000	-9.583	2.089	-13.789 -5.378

Table 6. Comparison of Pre-Test Result in Control Class and Experimental Class

Group Statistics				
Class	N	Mean	Std. Deviation	Std. Error Mean
Result Pre-Test Control	24	56.42	4.232	.864
Pre-Test Experimental	24	59.46	4.961	1.013

From the table above explained pre-test score means of control class 56.42 standard deviation 4.232. Meanwhile, experimental class 59.46 standard deviation 4.961. Therefore, from two classes, it showed that H1 was rejected and H0 was accepted, which means sig (2-tailed) .027 > 0.05 because on the pre-test there was no discernible difference students' reading comprehension between control and experimental class. Sum up, from two classes students process the same capacity in reading comprehension.

Table 7. Independent Sample T-test in Control Class and Experimental Class

Independent Samples Test										
		Levene's Test for Equality of Variances				t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Result	Class								Lower	Upper
Result	Control	.587	.448	-4.58	46	.000	-9.583	2.089	-13.787	-5.379
	Experimental			-45.5	32	.000	-9.583	2.089	-13.789	-5.378

Table 8. Comparison of Post-Test Result in Control Class and Experimental Class

		Group Statistics			
Class		N	Mean	Std. Deviation	Std. Error Mean
Result	Post-Test Control	24	69.00	7.593	1.550
	Post-Test Experimental	24	78.58	6.858	1.400

The table above described the average score post-test control class 69.00 with standard deviation 7.593 while experimental class 78.58 standard deviation 6.858. Mentioned result H1 was accepted and H0 was rejected which means sig (2-tailed) $.000 < 0.05$. It can be said that students have different average score after treatment. Therefore, the post-test two classes there was a big disparity between the average score of the reading comprehension students who are teaching use small group discussion method and conventional method. Then, it can be concluded score post-test in experimental class was higher than in control class.

Research Discussion

The goal of the study was to know either technique small group discussion was efficient to increase students' English reading comprehension of narrative text of 10th graders at SMA Islam Sultan Agung 1 Semarang in academic year 2021/2022. The outcome the study revealed students' post-test in control and experimental classes there was significant difference. The implies that the treatment experimental group can affect reading comprehension of narrative text and regarded effective.

Both classes were given post-test to know about students' ability of reading comprehension before being given treatment. Result showed that control class of pre-test the means score 56.42 and experimental class 59.46. Considering table, H1 was rejected and H0 was accepted it showed that sig (2-tailed) $.027 > 0.05$ which means there was no significant difference between average score of control and experimental classes. Therefore, it is important to do the treatment for both classes. After doing the pre-test, the students got treatments four times. Then, the students did post-test to find the outcome of students' ability in reading comprehension after treatment was given or whether the treatment was effective or not. The outcome showed that mean score of control class 69.00 and for the experimental class 78.58. The post-test from both classes were calculated by using t-test. Furthermore, it showed that sig (2-tailed) $.000 < 0.05$ which means H0 was rejected and H1 was accepted. It can be said that there was a significant between mean score of control and experimental classes.

Based on the outcome, it is proven using discussion small group was effective in reading comprehension of narrative text. There was a weakness factor of this research that students were a little unruly to make discussion small group. However, using discussion small group helped students to increase reading comprehension because students further active in education

process, they can exchange ideas with their group if they have difficulty comprehending the text. Therefore, it is evident that technique small group discussion of narrative text was effective because improvement in experimental class was a significant compared to control class. It is proven that students who received treatment through the small group discussion method got score greater than those only got conventional teaching at the 10th grade students at SMA Islam Sultan Agung 1 Semarang.

CONCLUSION

Based on finding research, it may be said that using small group discussion effective to increase students' English reading comprehension of narrative text. From outcome of the study describe that there was noticeable difference control and experimental classes of post-test. It can be proven the post-test control class means score 69.00 and experimental class 78.58 which was proven based on the outcome of independent sample t-test where H1 was accepted and H0 was rejected which means sig (2-tailed) $.000 < 0.05$. In other words, the score of control class was lower than experimental class.

Technique small group discussion was a method very helpful for students learning in reading comprehension in narrative texts because students can more easily find key concepts in narrative text. Therefore, use technique small group discussion was effective to increase students' English reading comprehension of narrative text at 10th graders at SMA Islam Sultan Agung 1 Semarang in academic year 2021/2022.

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