



## THE EFFECT OF SMALL GROUP DISCUSSION TEACHING METHOD TO THE READING COMPREHENSION OF GRADE EIGHT STUDENTS OF SMP NEGERI 4 PEMATANG SIANTAR ON A DESCRIPTIVE TEXT

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### Abstract

The purpose of this study is to find out whether the effect of small group discussion teaching method to the reading comprehension of grade eight students of SMP Negeri 4 Pematang Siantar. This research uses quantitative research with a quasi-experimental research methodology. Creswell (2012:27), explains that "quasi-experimental includes giving tasks, but not assigning participants to groups". This research used quantitative research quasi-experimental method. The data from this study were collected and obtained through tests. The sample in this research was the VIII -6 as the experimental class and the VIII-9 as the control class. The test was carried out with pre-test and post-test to students using small group discussion teaching method. The research data and result findings of calculation, the research found the mean score in experimental class from pre-test to post-test are 70.40 and 82.40. The mean score in control class from pre-test and post-test are 70.53 and 76.73. The statistical hypothesis testing findings sample t-test are indicated, at a level of significance of 5% ( $=0,05$ ), that the t -test was 3,04 whereas t-table was 1.671, or t-test > t-table. It can be concluded that the value of t-test was higher than the value of t-table. Therefore, the alternative hypothesis ( $H_a$ ) was accepted and the Null Hypothesis ( $H_o$ ) was rejected. So, it means that there is a significant effect of use small group discussion teaching method to the reading comprehension of grade eight students of SMP Negeri 4 Pematang Siantar.

**Keywords:** *Effect, Reading, Comprehension, Small Group Discussion, Descriptive Text*

### INTRODUCTION

Language is a system of communication which consists of a set of sounds and written symbols which are used by the people of particular country or region for talking or writing. English is one of international languages. There are four language skills such as listening, speaking, reading and writing that students must be competent in learning English. As one of the language skills reading plays its role for learners in learning English. Reading is the way we can get information from what we read. Students should be able to read because it affects on the students' competence on language. Reading is one of the receptive skills that must be learned by the students of English as a foreign language. According to Patel and Jain (2008:76), reading is very necessary to widen the mind and gain and understanding of the foreign language. It means that reading is the activity that person can get information such as main idea and point of the written text. According to William (2005:21), reading is an activity that requires the reader in providing responses

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and meaning to a text that is read and related to previous knowledge. It can be interpreted that, reading is giving or channeling the author's main experience or idea to the reader.

Reading comprehension is complex skill that source an active interaction between text elements and the reader. According to Grabe and Stoller (2013:29), reading comprehension is an ability to understand or to gain the information from a text. Furthermore, Partnership for reading defined reading comprehension as the understanding of a text that is read, or the process of constructing meaning from a text. It means that a reader must be able to interpret what the meaning of the text well.

A text is a passage of words that conveys a set of meanings to the person who is reading it. it's a body of written work, in various forms and structures, that can be words, phrases and sentences that piece together a passage of written works. In English there are kinds of text namely: Procedure text, Recount text, description text, news item text, report text, analytical exposition text, explanation text ,discussion text , review text

### **REVIEW OF RELATED LITERATURE**

According to Siahaan and Yulita (2021:29) Reading means to understand the meaning of printed words, the ability to read is very crucial to the success of students in school. The information is valuable to improve the prior knowledge well. It also is supported by Grab and Stoller in Andika (2013:29) reading as an interactive process has two ways, firstly the readers have various process of recognizing the word rapidly and simultaneously memories them in their mind. According to Tarigan (2008:231), reading is the meaningful interpretation of printed or written verbal symbols. It is a complex process in which the recognition and comprehension of written symbols are influenced by readers, perceptual skills, decoding skills, experienced, language background, mind set and reasoning ability as they anticipate meaning on the basis of what has been read. According to Adhini (2017:515), reading is a gainful action since students get the data from the content as well as can expand their English capacity by implication.

Shehu (2015:91) stated that reading comprehension is an important part of language learning which is included as a difficult process for higher the result or achievements. According to Woolley (2011:10) 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. That statements also supported by Horowitz (2014:10) 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. So, they do not only read the text but also they can get the meaning and able to construct the sentences.

### **RESEARCH METHODOLOGY**

This research uses quantitative research with a quasi-experimental research methodology. Creswell (2012:27), explains that "quasi-experimental includes giving tasks, but not assigning participants to groups". This research applies a quasi-experimental approach to overcome internal and external validity in research, including pre-test and post-test, to determine the effect of the small group discussion method on reading comprehension of descriptive text in class VIII students of SMP Negeri 4 Pematang Siantar. The samples were separated into two groups for experimental research: control group and experimental group. The experimental group will be educated using the small group discussion method.

Based on consultation with English teachers, the researcher chose two classes. The class is VIII.6. and VIII.9. The reason the researcher chose these two classes was because the students in them had the same interest in learning and based on the researcher's practical teaching experience, students in classes VIII.6 and VIII.9 actively answered questions when the researcher asked questions, so the researcher was interested in conducting research in these classes. In this study class VIII.9 was the experimental group and class VIII.6 was the control group. The experimental group was treated using Small Group Discussion while the control group did not use Small Group Discussion as the method used by the teacher. On the other hand, the researcher gave a pre-test and post-test to both groups with the aim of finding out how their scores improved.

### **DATA ANALYSIS, RESEARCH FINDINGS AND DISCUSSION**

Based on data analysis and finding, There was development in the experimental class. It can be considered as an effect of applying an small group discussion teaching method on the student's ability to comprehend descriptive text. The researcher then used a t-test to determine the significance of the difference in scores between the pre-test and post-test. The t-test result is 3.4. The t-count number was discovered, and the researcher then assessed the degree of freedom or  $df = (N_e + N_c - 2)$ , therefore the  $df$  is  $20 + 2 - 2 = 58$ . The researcher used t-tables with a level of significance of 5%. The writer discovered the  $df$  (58) in a t-table at a significance level of 5%, which is 1.671. The researcher compared the t-test and t-table values to address the hypothesis testing question. The writer obtains the value of t-test (t-test = 3.4) and the value of t-table (1.671). When the t-test reaches the t-table, it indicates that the Alternative Hypothesis ( $H_a$ ) is accepted and the Null Hypothesis ( $H_o$ ) is rejected, and the theory is validated. It means that grade eight students at SMP Negeri 4 Pematang Siantar scored differently before and after being taught applying an small group discussion as a method.

Based on data analysis and finding in this research, it can be concluded that the use of small group discussion teaching method is very influential in improving students' reading comprehension skill. The alternative hypothesis is rejected if the t-test is accepted greater then the t-table, in accordance with the previously designed hypothesis formula. The hypothesis is defined as follow:  $t\text{-test} > t\text{-table}$   $3.4 > 1.671$  Result,  $H_a$  accepted ,while  $H_o$  is not. The importance of this research can be seen from average post-test result of students with varying score ranges, with the experimental class score was 2472 and the control class was only 2303. Base on this data,it can be said that small group discussion can be an effective method teaching of reading comprehension on descriptive text and developing reading comprehension at SMP Negeri 4 Pematang Siantar.

Based to the explanation previously, applying an small group discussion as an educational tool can enhance reading comprehension. Students who were taught with an animated video as a learning medium received a higher grade than students who were lecture teaching method as a learning method. Following data analysis, the researcher showed that applying an small group discussion teaching method as an educational tool is more effective in improving reading comprehension in grade eight students at SMP Negeri 4 Pematang Siantar

### **CONCLUSION AND SUGGESTION**

The research identified that applying small group discussion as a method has significant effects on eight grade students' ability to understand descriptive text.

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Furthermore, using an method small group discussion helps students understand learning content, makes students more active in class, and creates an environment of teaching process that increase student interest. onT-test > T-table ( $3.04 > 1.671$ ), according to the analysis results at the 5% significance level. It also shows that ( $H_0$ ) was rejected but ( $H_a$ ) was accepted. Based on the research that has been conducted, the researcher concluded that using small group discussion teaching method has an effect on students' reading comprehension skills in descriptive text.

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