

The Effectiveness of Small Discussion on Teaching Reading Comprehension in Narrative Text of English Education Department of STKIP Muhammadiyah Bogor

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The objectives of this research is to investigate whether there is significant difference between student's reading comprehension before and after giving the treatment by using Small Group Discussion and to find out the result in narrative text. The sample of this research are the first semester at STKIP Muhammadiyah Bogor in academic year 2018/2019. The students' populations of first semester at STKIP Muhammadiyah Bogor are 60 students, and the samples are 30 students (30 students for experiment class and 30 students for controlled class). The writer used Normality test and T-test. For knowing Normality test, the calculation gained the score X^2 statistic = 2,521; and from the table of chi kuadrat for $\alpha = 0,05$ and $dk=5$ gained X^2 table = 11,070. And for T-Test gained score t_{table} for $\alpha = 0,05$ and $dk 58$ was 7,71. Because of $t_{statistic} = 8,092$ was bigger than $t_{table} = 7,71$ or $t_{statistic} > t_{table}$ it means H_0 was rejected and H_a was accepted. It means that there was effectiveness of Small Group Discussion on Teaching Reading Comprehension in Narrative Text of first at STKIP Muhammadiyah Bogor.

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

Introduction

In Indonesia, English as a foreign language become something limited to use in some places. Such as in daily activities, not all people used English when they communicate each other. And they were not reading newspaper in foreign language except in Indonesian language because more people think that English language was very difficult to learn. As a teacher, the thing that we should do to made students become interested and capable in English. Was thinking for the future of students and we has to make students interested to English subject especially in Reading. Reading is an activity of prescribing, analyzing and interpreting by the reader to obtain the message to be

conveyed by the author in the media writing. The ability reading is a talent amazing and an important part for of the science. One of the language skills have to be mastered by students in learning reading. It is important thing to be successful in reading skill to improve our knowledge and experience. According to Hunt reading is process shaped partly by the text, party by the reader's background, and partly by the situation the reading occurs in (Hunt. 2004).

Many students at STKIP Muhammadiyah Bogor, who were not interested for reading especially reading lesson book. More the students interested for reading social media like facebook, whatsapp, blackberry massager etc. Only some of them who like reading, the conditional would be different if the teacher gave them task and the students must answer the question. The students does not like to came to library because the library has not completed book for the lesson and the other book like novel, article, short story there was not in the library. So, students do not want to come to the library. Every meeting, the writer would used small group discussion in the learning process in order to situation in the class could be more control. The writer would divide the students into seventh groups in order to one by one the students more active in answer the question. After this the writer gave the task and asks each group in order to the students more focus with the text.

Reading Comprehension

Reading comprehension is designed to extend the reading skill of your students (Watson, 2002). If we always gave the motivations for the students, about reading was important thing in order to can to found the new knowledge in the outside. Reading purposes was a process done and used by the reader to obtain message to be conveyed by the reader through the media words or written language. There was possible cause of the variation between readers and reading which we need to consider that was reader different purposes. If a reader which to got a general idea of the text content, he would pay less attention to the detail of the text and he may read in very different ways than if he was studying a text in order to identify key information. Reading short story at bedtime was likely different from reading a hand out for an examination to the text morning of course. A readers' purpose determines the way in which he treats a passage and which comprehension skill he used. Because according to Henning what the reader get from reading also depends on what they bring to the reading of selection and he purpose for reading it. The conceptualization of reading comprehension includes top-down, bottom-up, and interactive. The top-down conceptualization gave the reader the major role in the reading comprehension process. The readers were involved in hypothesis testing as they read and bring more information to the written text than it brings to them. The text was sampled by the readers as they used their prior knowledge (experiential/conceptual background) to predict about what they were reading (Heilman, Blair, & Rupley, 1961; Birch, 2002; Duke, Pressley, & Hilden; 2004).

- 1) Instrumental: A large amount of reading takes place because it would help us to achieve some clear aim. For example, we read a school sign on instruction on a ticket machine because we want to know how to operate it. In other words we read because we have some kind of utilitarian or instrumental purpose.
- 2) Pleasurable: Another kind of reading takes place largely for pleasure. Such as reading magazine children. Familiar sensations: you were at the wheel of your car waiting at traffic light, you took a book out of the bag, rip off the transparent: you were at the wheel of your car waiting at traffic light, you took a book out of the bag, rip off the transparent wrapping, and start reading the first line.
- 3) Identifying the topic: Good readers were able to pick up the topic of a written text very quickly. With the help of their own schemata they quickly got an idea of what is being talked about. This ability allows the readers to process the text more effectively as it progresses.
- 4) Reading for general understanding: it means, not stopping for every word, not analyzing everything that the writer includes in the text.
- 5) Reading for specific information: in discussion about reading this skill is frequently referred to as scanning. In contrast to reading for gist, we read because we want specific details. In this case, we almost ignore all the other information until we come to the specific information until we come to the specific item we are looking for.

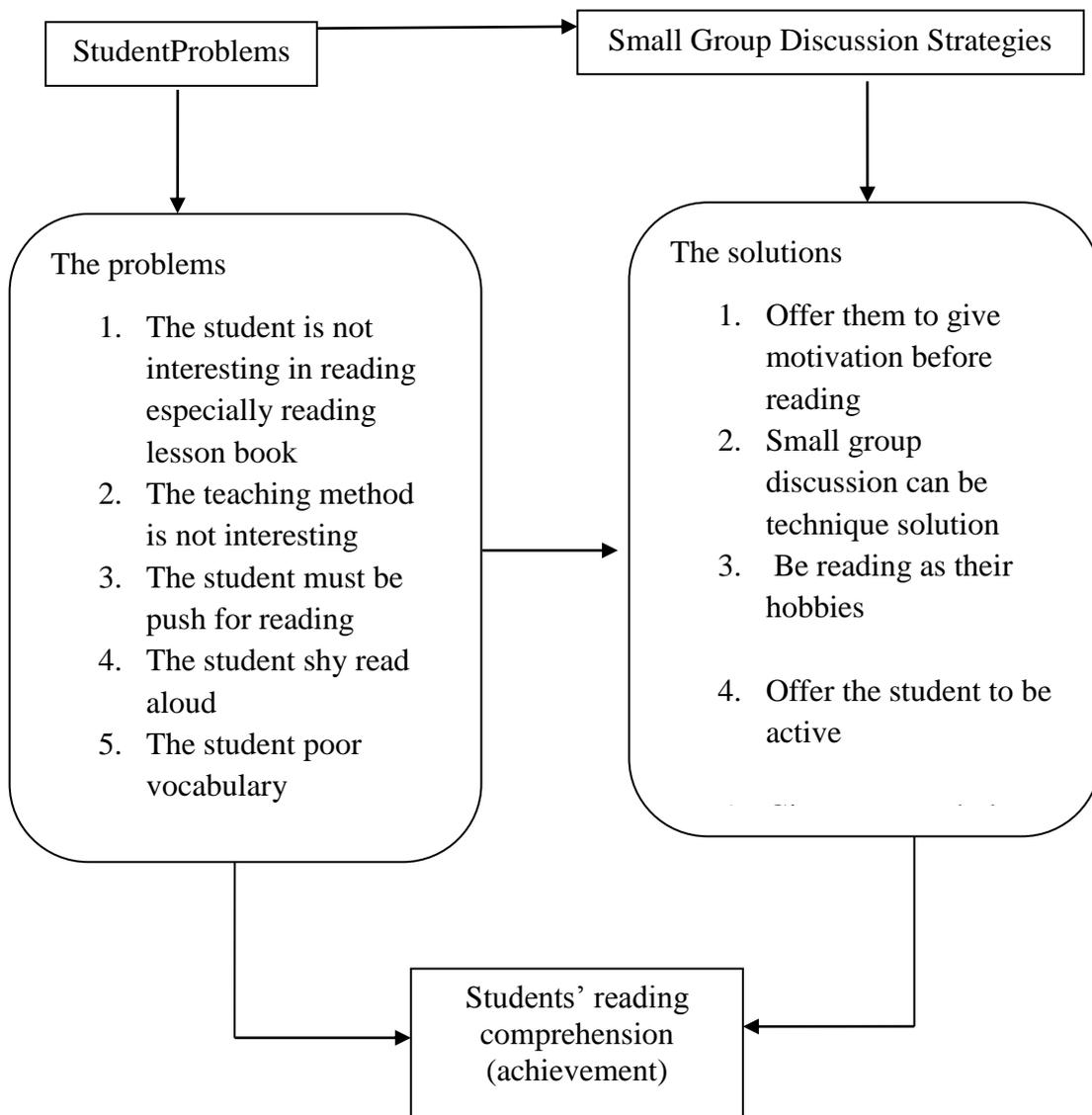
Small Group Discussion

According to Jennifer the small-group methods described in this book are developed, refined, and tweaked with the aim of supporting children as readers and thinkers and discussers of books. In contrast to the kind of instruction Herbie and the Apples group received, the small-group discussion technique and structures I choose help children feel like they're going somewhere. Every meeting the writer used small group discussion in the learning process in order to situation in the class room could be more control. The writer always divided the student into some group in order to one by one the student more active in answer the question. After this the researchers gave the task and ask each group in order to the student more focus with the text. According to Jessie small group discussion is essential. Small group discussion determines the quality of whole group discussion and the opportunities for student's mathematical thinking (Jennifer, Serravallo. 2010). It was important for teachers to communicate for the students provides opportunities for students to be more interactive expectations and reasons for collaboration at the beginning of activities and reinforce them throughout the activities and over time. A small group discussion follows democratic guidelines and allows everyone to contribute any ideas or other to discuss and reflect upon. Discussion allows for an interchange of ideas with the context of a group under the direction of a presenter.

Narrative Text

According to Rebecca (2003), a narrative text is a text, which relates a series of logically, and chronologically related events that are caused or experienced by factors. She, furthermore, states that a key to comprehending a narrative is a sense of plot, of theme, of characters, and of events, and of how they relate. In addition, Anderson and Anderson (2003a) explain that a narrative is a text that tells a story and, in doing so, entertains the audience. It has character, setting, and action. The characters, the setting, and the problem of the narrative are usually introduced in the beginning. The problem reaches its high point in the middle. The ending resolves the problem.

The schema of conceptual framework – Figure 1



There were some factors that may influence to the readers' ability to draw meaning. According to Pearsonamt they were internal factors and external factors. Internal factors include linguistic competence, interest in reading, motivation to read and read ability.

While external factors cover readability, text organization and condition of reading environment. There was a challenge on the foreign language teacher to provide exposure to the language and to provide opportunities for learning through classroom activities.

RESEARCH METHOD

This research for population and sample research, which the problem was found and the researcher intends to test the hypothesis. Qualitative research was for found the accuracy validities hypothesis in process systematically. The writer used experimental research which this research to test whether was influence or not after the treatment. The experiment class would give the treatment but control class as a standard process or not give the treatment. The writer used multiple choices for students reading comprehension before and after giving the treatment.

RESULT AND DISCUSSION

To find out the effectiveness of students reading comprehension by using Small Group Discussion strategy. The writer used multiple choice test for students. The instrument of this research was fulfill the criteria:

1. Validity Test

In this research, the writer made the instrument by herself and consulted to expert. The instrument was narrative text with 20 numbers of multiple choice pre-test and post-test. All of the instrument were accepted by the expert.

2. Normality Test

Normality test was conducted in order to know whether the data of the research had normal distribution or not. The writer conducted the normality test for 30 students of data distribution before processing the data, obtained from the sample.

Table 1. The Amount Students Scoring

No	Name	Score
1	R1	70
2	R2	10
3	R3	30

4	R4	70
5	R5	80
6	R6	55
7	R7	50
8	R8	40
9	R9	50
10	R10	60
11	R11	45
12	R12	35
13	R13	70
14	R14	45
15	R15	50
16	R16	50
17	R17	50
18	R18	60
19	R19	60
20	R20	45

21	R21	65
22	R22	35
23	R23	70
24	R24	60
25	R25	50
26	R26	30
27	R27	50
28	R28	45
29	R29	45
30	R30	35

Table 2. Data Distribution

Interval Class	Frequency	Xi	Fi.Xi	Fkum
10-21	1	15,5	15,5	1
22-33	2	27,5	55	3
34-45	9	39,5	355,5	12
46-57	8	51,5	412	20
58-69	5	63,5	317,5	25

70-81	5	75,5	377,5	30
			$\Sigma=1.533$	$\Sigma=30$

Table 3. Standard Deviation

Class	Fi	Xi	Fi.Xi	$Xi-\bar{X}$	$(Xi-\bar{X})^2$	$Fi(Xi-\bar{X})^2$
10-21	1	15,5	15,5	-35,5	1.260,25	1.260,25
22-33	2	27,5	55	-23,5	522,25	1.044,5
34-45	9	39,5	355,5	-11,5	132,25	1.190,25
46-57	8	51,5	412	0,5	0,25	2
58-69	5	63,5	317,5	12,5	156,25	781,25
70-81	5	75,5	377,5	24,5	600,25	3.001,25
						$\Sigma= 7.279,5$

Table 4. Chi Kuadrat ¹

Class	Fi	Xi	Zi	Ztable	F (Zi)	Li	Fe	$(fo-fe)^2$
		15,5	-2,21	0,4993	0,0007			
10-21	1					0,0714	2,14	0,60

		27,5	-1,46	0,4279	0,0721			
22-33	2					0,1667	5,00	1,8
		39,5	-0,71	0,2612	0,2388			
34-45	9					0,2732	8,19	0,08
		51,5	0,03	0,0120	0,512			
46-57	8					0,2703	8,10	0,001
		63,5	0,78	0,2823	0,7823			
58-69	5					0,1547	4,64	0,02
		75,5	1,53	0,4370	0,937			
70-81	5					0,1547	4,64	0,02
								$\Sigma=2,521$

From the table above, gained the score X_2 statistic = 2,521; and from the table of chi kuadrat for $\alpha = 0,05$ and $dk=5$ gained $X_{t\text{table}} = 11,070$.

Hypothesis criteria : If X_2 statistic < X_2 table, it means H_a was accepted, and

If X_2 statistic > X_2 table, it means H_o was rejected.

Because the score X_2 statistic < X_2 table, so H_o was accepted and concluded “data or sample was normal distribution.” Before analyzing the data of T-test for control and experiment class, the research showed the result of pre-test and post-test as follow :

Table 5. The Score of the Individual Students of Experiment Class

		Score		

No	Name	Pre-test	Post-test	Different	X ²
1	R1	70	75	5	5625
2	R2	10	30	20	900
3	R3	30	75	45	5625
4	R4	70	85	15	7225
5	R5	80	60	-20	3600
6	R6	55	60	5	3600
7	R7	50	80	30	6400
8	R8	40	65	25	4225
9	R9	50	80	30	6400
10	R10	60	55	-5	3025
11	R11	45	50	5	2500
12	R12	35	55	20	3025
13	R13	70	70	0	4900
14	R14	45	80	35	6400
15	R15	50	75	25	5625
16	R16	50	35	-15	1225

17	R17	50	75	25	5625
18	R18	60	40	-20	1600
19	R19	60	55	-5	3025
20	R20	45	45	0	2025
21	R21	65	75	10	5625
22	R22	35	60	25	3600
23	R23	70	85	15	7225
24	R24	60	50	-10	2500
25	R25	50	75	25	5625
26	R26	30	30	0	900
27	R27	50	50	0	2500
28	R28	45	65	20	4225
29	R29	45	55	10	3025
30	R30	35	50	15	2500
			$\Sigma=1.840$		$\Sigma=120.300$

Based on the table experiment class above, the writer gained the lowest score of pre-test was 10 and highest score was 80, and the lowest score of post-test was 30 and the highest score was 85.

Table 6. The Score of the Individual Students of Control Class

No	Name	Score		Different	X ²
		Pre-test	Post-test		
1	R1	45	65	20	4225
2	R2	50	60	10	3600
3	R3	50	55	5	3025
4	R4	65	50	-15	2500
5	R5	50	50	0	2500
6	R6	65	60	-5	3600
7	R7	25	70	45	4900
8	R8	55	60	5	3600
9	R9	55	55	0	3025
10	R10	35	60	25	3600
11	R11	55	40	-15	1600
12	R12	60	70	10	4900
13	R13	35	45	10	2025

14	R14	45	55	10	3025
15	R15	50	55	5	3025
16	R16	60	70	10	4900
17	R17	55	55	0	3025
18	R18	45	50	5	2500
19	R19	40	30	-10	900
20	R20	45	55	10	3025
21	R21	45	45	0	2025
22	R22	30	50	20	2500
23	R23	50	50	0	2500
24	R24	60	65	5	4225
25	R25	35	45	10	2025
26	R26	50	55	5	3025
27	R27	55	40	-15	1600
28	R28	55	60	-5	3600
29	R29	35	60	25	3600
30	R30	45	50	5	2500

			$\Sigma=1.630$		$\Sigma=91.100$
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Based on the table control class above, the writer gained the lowest score of pre-test 20 and the highest score was 65, and the lowest score of post-test was 30 and the highest score was 70. To know the differences of the student's result of reading comprehension for both control and experiment class, the writer used t-test to test the statistic hypothesis that had been mention in the chapter three. To know the differences between control and experiment class, the writer used the following formula:

Table 7. Helping Table the Size of Descriptive

Data Class	ΣX	ΣX^2
Experiment Class (X1)	1.840	120.300
Control Class (X2)	1.630	91.100

Based on the situation above t_{table} for $\alpha = 0,05$ and dk 58 was 7,71. Because of $t_{statistic} = 8,092$ was bigger than $t_{table} = 7,71$ or $t_{statistic} > t_{table}$ it means H_0 was rejected and H_a was accepted. There was effectiveness of Small Group Discussion on Teaching Reading Comprehension in narrative text of English Education Department of STKIP Muhammadiyah Bogor.

There was significant different between experiment and control class after giving treatment Small Group Discussion. It be concluded that Small Group Discussion on reading comprehension in narrative text of English Education Department of STKIP Muhammadiyah Bogor was effective.

The result t_{table} for $\alpha = 0,05$ and dk 58 was 7,71. Because of $t_{statistic} = 8,092$ was bigger than $t_{table} = 7,71$ or $t_{statistic} > t_{table}$ it means H_0 was rejected and H_a was accepted. There was effectiveness of Small Group Discussion on Teaching Reading Comprehension in narrative text of English Education Department of STKIP Muhammadiyah Bogor.

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