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IMPROVING STUDENTS' READING COMPREHENSION BY USING BUZZ GROUP TECHNIQUE

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ABSTRACT

There are four main skills in English: those are reading, listening, speaking, and writing skills. Reading is the one of skill that the students must have. Based on the researcher's experience in teaching English at SMP N 3 Pandeglang at eighth grade, the researcher found the students' reading comprehension was low. One of the suitable technique in teaching reading to the condition of the teaching learning process at the eighth grade of SMP N 3 Pandeglang using Buzz groups technique. This research was conducted to know the process in teaching reading comprehension through Buzz groups technique at the eighth grade students of SMP N 3 Pandeglang and To know the result of teaching reading comprehension through Buzz groups technique at the eighth grade students of SMP N 3 Pandeglang. Related to the purposes of the study the research design used in this study was action research. The subject of the study was the students of class VIII C of SMP Negeri 3 Pandeglang in the academic year 2018/2019. There were 38 students as the subject. The action research was conducted from August to September 2018. In this research, the researcher taught reading by using buzz groups technique. Buzz groups technique is a technique of group discussion which consists of four to six students that are formed to respond the course-related question in order to get ideas that are generated with the feedback and discussed by whole group within a specific period of time. The procedure of this research consists of generating idea, solving a problem or reaching common viewpoint on the topic, and then followed by whole class discussions in large groups to the topic. The writer conducted two cycles of action. In collecting the data, the writer uses qualitative and quantitative technique. The qualitative data are obtained from observation, questionnaire, document analysis, and photograph. The qualitative data are supported by quantitative data that are mean score of students' pre-test and post-test on reading. In this action research is as the teacher in teaching learning process. Meanwhile, the observer is the English teacher. The results of this research are teaching reading by using buzz groups technique can effectively improve students' reading comprehension. From the observation, the writer found that during the action, the students have shown their improvement such as they were able to comprehend the text well, the situation of the teaching and learning process became more enjoyable and interesting, and all of the students were involved in the teaching and learning process. They can share their knowledge and help each other in understanding the lesson material. The students not only learn from the teacher explanation, but they can learn from their friend who also learns the same thing. This technique provides opportunities for the students to understand the lesson material more by asking each other group member without being ashamed and afraid, since the students are usually afraid to ask the difficulties to the teacher. From the reading comprehension test, the students' pre-test mean score was 66.44, increasing to 72.76 in the first post-test and increasing to 83.28 in the final post-test. Therefore, it can be concluded that teaching reading by using buzz groups technique can improve the students' reading comprehension.

Keywords: Reading, Reading Comprehension, Buzz Group Technique, Classroom Action Research

INTRODUCTION

English has been taught in our country for a long time, however in reality it is still considered

as a difficult subject by most of the students. It is caused by the background and the awareness of students to the important of English. There are four



main skills in English: those are reading, listening, speaking, and writing skills. Reading is the one of skill that the students must have. Reading is a set of skills that involves making sense and deriving meaning from the printed word Ur (2012:5). In other words, it means that when someone reads, he or she looks at something written and tries to get the meaning to understand it.

The reason for teaching reading to the students is because it belongs to the basic language skills in English, just as important as speaking, listening, and writing. Besides, reading is closely related with other subjects. Most of the materials given by the teacher (in English or other subjects) are presented in written form, for example in handbook, handout, et cetera. It means that to understand the materials, the students must have the ability to look at and get the meaning of written text, that is called reading skill. Because of that, reading is very important to be taught to the students.

Based on the researcher's experience in teaching English at SMP N 3 Pandeglang at eighth grade, the researcher found the students' reading comprehension was low. There were some factors of student's problem in reading comprehension. First, their motivation to follow reading activity was low. Second, the students were not enthusiastic and interested in learning reading. Third, they found it difficult in comprehending the text when finding a new word. Fourth, the students also tended to be passive during the teaching and learning process.

Other problems come from teacher. The problems deal with the way the teacher teaches the students reading. Teacher did not use appropriate technique to teach reading that encourages students to be active. For one thing, she only got reading materials from text books and exercise books. She merely asked the students to read the certain text in the book or the students' exercise book (LKS), and then she asks them to do the task following the text. Moreover the teacher dominates the class and she just read the written text without knowing whether the students get the information or not. Therefore, some of the students never participate in a discussion if the whole class is listening to their contribution. The monotonous process of learning discourages students to learn. The other problem was that the teacher was not able to make interesting class situation, so the students are not interested in topic.

To overcome these problems, the teachers are supposed to be creative on developing their

teaching technique to create good atmosphere, improve the students' reading comprehension and make the English lesson more exciting.

One of the suitable technique in teaching reading to the condition of the teaching learning process at the eighth grade of SMP N 3 Pandeglang using Buzz groups technique. Buzz groups technique is a team of four to six students that are formed quickly and extemporaneously to respond to course-related questions in order to get ideas that are generated with the feedback and discussed by whole group (Barkley, et al. 2012:169). In other words, it is a small group discussion formed for a specific task such as generating ideas, solving problem or reaching a common viewpoint on a topic and then followed by whole class discussion in large groups to summarize the topic within a specific period of time. Large groups may be divided into buzz groups after initial presentation in order to cover different aspects of a topic or maximize participation.

By applying buzz groups technique, students will learn by themselves, learn more, feel more confident, feel more dedicated, enjoy the class, teach other and become independent learners. Through this technique students can work together in small group to help each other and then join in the large group (whole class discussion). After students discuss in a small group, the teacher asks a spokesperson in each buzz group to report out to the whole class. Each group can share idea related the text and its questions which are given by teacher.

In this research the writer has two objectives to be achieved. The first is to know the process in teaching reading comprehension through Buzz groups technique at the eighth grade students of SMP N 3 Pandeglang. The second is to know the result of teaching reading comprehension through Buzz groups technique at the eighth grade students of SMP N 3 Pandeglang.

LITERATURE REVIEW

Reading Comprehension

Reading is not only to get information but it needs understanding and comprehension to get some points from the text. In this case, reading and understanding are related to each other. Reading itself contains the activity to understand the text and information in the text. In order to understand or to get points from text, we need comprehension for it. Therefore, reading cannot be separated from comprehension.



According to Heilman (1981:242) states that Reading comprehension is a process of thinking sense of written ideas through meaningful interpretation and interaction as a multifaceted process affected by several thinking and language abilities. Similarly with Grellet (1998:182), reading comprehension is understanding a written text to extract the required information from it as efficiently as possible.

From those theories above, it can be concluded that reading comprehension is a process of understanding to get an idea or meaning from a written text, understand it according to experiential background or prior knowledge, and interpret it with the reader's needs and strategies to achieve message or information from a written text by finding word meaning of the text, finding detailed information, identifying referent, identifying main idea, identifying implied information, identifying generic structure, and identifying the communicative purpose of the text.

The Definition of Buzz Group Technique

Apparently the method known as "Buzz groups" was first used by Dr. Donald Phillips at Michigan State University. He would divide his large classes into six-member clusters asking them to discuss a certain problem for six minutes. As you might guess, it was not long until the new approach became known on campus as the "Phillips 66" technique Gangel (2005). Now the use of Buzz groups is quite popular, and varying formats and arrangements have been introduced to add a great deal of flexibility to this type of discussion teaching.

Buzz groups technique is a team of four to six students that are formed quickly and extemporaneously to respond to course-related questions in order to get ideas that are generated with the feedback and discussed by whole group Barkley, et al. (2012:169).

Based on Diffundo (2008) A Buzz group is a small, intense discussion group usually involving 2 to 3 persons responding to a specific question or in search of very precise information. The full plenary group is subdivided into the small groups. It's called a 'Buzz' group because it mimics the sound of people in intense discussion. It is an extremely useful technique in training, as these small groups can be divided into participants with wide ranging experiences or those with highly specialized positions (depending on the topic and the desired

outcome). Obviously, a broadly experienced group brings a wider understanding of the problem, which is good for tackling multi-disciplinary problems.

In other words, it is a small group discussion formed for a specific task such as generating ideas, solving problem or reaching a common viewpoint on a topic and then followed by whole class discussion in large groups to summarize the topic within a specific period of time. Large groups may be divided into Buzz groups after initial presentation in order to cover different aspects of a topic or maximize participation.

The Procedure of Buzz Groups Technique

In Buzz groups technique the core of the class activity is the group task, the procedure of Buzz groups technique based on Gangel (2005) is as follows:

1. Teacher divides the class into groups that consist four to six students per sub group (Buzz group).
2. Every Buzz group chooses a leader and a recorder. The leaders keep the discussion going and later report the group's ideas to the class and recorders list their group's responses of the text.
3. The teacher distributes reading text for each group and asks all of the groups to discuss the content of the text.
4. The teacher assigns each group worksheet that relates to the text. The teacher asks all of the groups to do the entire task on the worksheet.
5. Teacher gives the groups a set amount of time of time to discuss the task on the worksheet. Make sure that students stay on task. Teacher will alert students on one or two minutes to return to whole class discussion.
6. Teacher asks the students to return to whole class discussion.
7. Teacher invites each group leader to present the ideas generated from the group's discussion.
8. Teacher asks other groups to give feedback and share their different ideas.
9. Teacher and all of the students summarize the presentation, making sure that topic has been discussed sufficiently. Teacher has to ensure that learners understand how their discussion relates to the principle of teaching.



METHODOLOGY OF RESEARCH

Type of the Research

The researcher conducted Classroom Action Research (CAR) as a research methodology because the researcher did the improvement on students' reading comprehension by using buzz group technique. Based on Burns (1994) in Burns (1999:30) states that action research is the application of fact finding to practical problem solving in a social situation with a view to improving the quality of action within it, involving the collaboration and co-operation of researchers, practitioners and laymen.

In line with Burns, Bogdan and Biklen (1982) in Burns (1999:30) states that action research is the systematic collection of information that is designed to bring about social change.

Those both definitions above mean that action research is problem solving that aims to bring change and improvement in practice. So, the writer provided action plan to solve the problem in teaching and increase the quality of teaching students' reading comprehension by using buzz groups technique.

The Subjects and Setting of the Research

The subject of the research is the eighth of students of SMP N 3 Pandeglang class VIII C. Class VIII C has 38 students consisting 19 boys and 19 girls. The students of SMP N 3 Pandeglang especially VIII C had difficulty in reading comprehension. The writer as teacher and assisted by English teacher of SMP N 3 Pandeglang would like to improve students' reading comprehension in descriptive text by using buzz groups technique. This action research did in 2 cycles. Each cycle consist 2 meetings.

Techniques of Data Collection

The techniques of collecting data are presented in the following section.

1. Qualitative Data

The qualitative data of the research collected by using some techniques of data including: observation and document analysis. Photograph also took during the implementation of the research to provide more accurate data. The data, which collected in this research, consist of the information of pre- research, the process and the result of Action Research.

1) Observation

Observation is taking regular conscious notice of classroom action and occurrences, which are particularly relevant to the issues or topics being investigated Burns (1999:80).

In this research, the observation carried out to cover the process of the implementation of Buzz groups technique in teaching reading. Observations are ways of finding out more about the students' response, behavior, and students' activity during the learning process dealing with students' reading comprehension, the interaction among students and interaction between the students and the teacher, and classroom situation in reading classroom.

The observation have done in the pre-observation and in the implementation of the research. In pre- research, observation conducted to get information about classroom environment, class condition, and teaching learning techniques. In the implementation, the observation have been done by the researcher and the teacher as collaborator. The collaborator observed and made notes about the teaching learning process. The collaborator helped the researcher to observe, evaluate, and offer suggestion about the implementation of Buzz Groups technique.

2) Documentation

The documentation that collected is in the form of teacher's photographs lesson plan, reading material, textbooks, syllabus, students' product. By analyzing them, the researcher got information about the process of teaching learning activity and students' ability in reading. The researcher also collected the data from the score representing the students' achievement. The score is the final products of the students' comprehension of reading. In this research, the researcher gathered some document that analyzed to get the data.

3) Questionnaire

Questionnaire is list of questions from the researcher that are given for the respondents to give response about the research that has been done before. It is supported by Trianto (2011:55), says that questionnaire is the lists of questions are given to respondents with the intention that the respondents provide response is given as requested by researcher.

The questionnaires were given the students in order to identify students' responses toward the use of Buzz groups techniques in teaching descriptive text in the classroom. Closed questionnaire with Liker Scales Model used in this study. Liker Scales Model to measures variable of research (specific social phenomena), like an attitude, opinion, and



someone's social perception or in a group Hasan (2002: 72).

The respondent marked SS (Sangat Setuju) as strongly agrees, S (Setuju) as agrees. TS (Tidak Setuju) as does not agree and STS (Sangat Tidak Setuju) as does not truly agree. The questionnaires will be administrated based on the use buzz groups technique toward students' reading comprehension in descriptive text. They consisted five closed questions.

In this questionnaire which consist of 4 scales, from 1 to 4)

1/a = does not truly agree

2/b = does not agree

3/d = agrees

4/e = strongly agrees

2. Quantitative Data

The quantitative data of the research collected by using reading tests. Test is a method of measuring a person's ability, knowledge, or performance in a given domain Brown (2003: 3). The test that were given to students is multiple-choice technique, multiple-choice question are a common device for testing students text comprehension. Based on Alderson (2000:211), multiple-choice questions allow tester to control the range of possible answers to comprehension questions.

Before the tests were given to the subject of the research, the tryout test was given to the other class that has similar ability with class VIII B. The purpose of tryout test is to measure the validity and reliability of the test. The researcher gave multiple-choice questions of reading comprehension. There are pre-test and post-test which used to collect the data of the improvement. The result of the test was analyzed to know the students' ability on reading comprehension. The result can indicate whether or not the use of buzz groups technique in enhancing the students' reading comprehension.

Technique of the Data Analysis

Qualitative Data Analysis Techniques

In this research the writer used qualitative data analysis from Miles and Huberman (1994: 10) analysis as consisting of three con current flows of activity: data reduction, data display and conclusion drawing/verification.

1. Data Reduction

The writer collected all the data use the data instrument then classifies based on the focus of problem in order to get the main data for next step data collecting.

2. Data Display

After having data reduction, the writer will chose the data that important for the research.

3. Conclusion Drawing/Verification

The last step that used in analyze data is conclusion. In this step the writer made the conclusion of the data in order will be easier to understand.

In this research, the writer will use data redactor to collect all data of observations and test and summarize it. After has the data reduction, choosing the important data and make into short description. The last is verification or conclusion drawing. All of the steps make data more organize and the writer and other to be easier to understand.

Quantitative Data Analysis Techniques

The writer used some formula to find out the improving students reading comprehension in descriptive text through buzz groups technique

The writer compare average score of pretest and posttest, if the average score of posttest has improvement in two cycles, the hypothesis is accepted.

To find out the mean score of pre-test and post-test, the writer will calculate the average score by using the formula as follow:

$$x = \frac{\sum x}{n}$$

Where :

X : Mean score

$\sum X$: The sum of all scores

n : The total of number of subject

Hatch and Farhady (1981: 55)

RESULT AND DISCUSSION

After analyzing the research result which was gathered from several sources of data such as field notes, questionnaire report, the scores of pre-test and post-test, photographs and lesson plans, the researcher concludes several finding which answers research question as stated in chapter 1.

From the observation result of cycle one and cycle two, it can be concluded that buzz groups technique can improve students' reading comprehension for Junior High School students.



This can be seen in the improvement of students; attention and participation in learning English and the improvement of the mean scores of the post-test. The findings are presented in the table 1.

As seen on the table 1, there are some improvements of the students' reading comprehension. Before the writer implemented the action, the students were not interested in the reading classroom. They also got bored during the teaching learning process. The writer tried to give new impression to reduce the boredom in the teaching of reading. The writer used buzz groups technique in teaching reading in which the students worked in group to analyze the text to get deeper

understanding about the content of the text. The teaching learning process shows an improvement, including students' better attention and participation in learning reading. They showed their contribution in the discussion and participated well in the teaching learning process by giving some opinion and asking information they did not know.

Before the writer implemented the action, the students were asked to read the text, to translate it by them and to answer the question without understanding the content of the text. The students could complete the task by matching the sentences in the question with the sentences in the text.

Table 1 : The Finding Result

No.	Point	Before Action Research	After Action Research
1.	Students' comprehension improvement <ul style="list-style-type: none"> • The students' test scores • Students' reading comprehension 	Students' comprehension was low. <ul style="list-style-type: none"> • The achievement of the students' test score was low • The mean score in pretest was 66.44 • The students have difficulty in finding word meaning. • The students have difficulty in finding detailed information. • The students have difficulty in identifying the referent. • The students have difficulty in identifying the main idea. • The students have difficulty in identifying implied information. • The students have difficulty in identifying generic structure of the text. • The students have difficulty in identifying communicative purpose. 	Students' comprehension Improved <ul style="list-style-type: none"> • The achievement of the students' test score improved • The mean score in the post-test 1 was 72.76 and post-test 2 was 83.28 • The students could answer word meaning questions. • The students could answer detailed information. • The students could answer referent questions. • The students could answer main idea questions. • The students could answer implied information questions. • The students could answer generic structure of the text questions. • The students could answer communicative purpose questions.
2.	The classroom situation	<ul style="list-style-type: none"> • The students did nonacademic activities rather than academic activities. • The students were not interested in the reading classroom. • The students tended to be passive learner because the teacher dominated the classroom activities. • The students do not have sufficient intrinsic motivation to learn English especially in reading classroom so that they did not have willingness to participate during the teaching learning process. 	<ul style="list-style-type: none"> • The students did academic activities rather than nonacademic activities. • The students were interested in the reading classroom. • The students tended to be active learner and the teacher did not dominate the classroom activities. The teacher involved all students to participate during the teaching and she facilitated the students to solve the problems in reading classroom by discuss with their friends. • The students had sufficient intrinsic motivation to learn English especially in reading classroom so that they did not have willingness to participate during the teaching learning process.



During the implementation of the action, the students could learn reading in enjoyable situation. The students could solve the difficulty in understanding the content of the text by using discussion, all of the students were involved in the teaching learning process so the number of the passive students was fewer than before and classroom's condition become more interactive. Even, there were no passive students anymore, because they shared their knowledge to comprehend the content of the text. If they were passive, they would not understand the lesson material.

Before conducting the action plan, the writer held a pre-test. After Based on the data above, it could be seen that action hypothesis is accepted. The mean score of pre-test is 66.44. In the post-test, mean score increased became 72.76. The mean score of post-test 2 increased became 83.28. Teaching students by using buzz groups technique can improve the students' reading comprehension. After implementing the action, the writer also conducted post-test in every cycle to know the students' improvement in reading comprehension. The improvement of the result of the action can be identified from the comparison between the mean score of pre-test and post-test.

CONCLUSION AND SUGGESTION

Conclusions

After the researcher did the action research by using buzz groups technique to improve students' reading comprehension in SMP N 3 Pandeglang, it can be concluded that Buzz groups technique can improve students' reading comprehension. The improvement can be identified by students' reading comprehension achievement in finding word meaning, finding detailed information, identifying the referent, identifying main idea, identifying implied information, identifying the language characteristics of the text including identifying the generic structure of the text and identifying communicative purpose of the text.

Through buzz groups technique, the students were involved in the teaching and learning process. It can be proven by looking at the change on students' behavior. Before using the activity under buzz group technique, the classroom situation was boring and lifeless, but after using buzz groups technique there was a new atmosphere which motivated the students. The students became more active and all of the

students were involved in the teaching learning process.

Buzz groups technique provides for the students to understand the material of the lesson more by asking with their teammate. They worked well in group so that they could share their knowledge, their opinion, and their understanding. These activities were done by the students during the teaching learning process so that all of the members of the groups understand the lesson materials. It made the class more active and brought joyful situation during the teaching learning process. The students were more enthusiastic in joining the lesson so the classroom became more effective than before.

The result mean score of pre-test is 66.44, the mean score of post-test 1 is 72.76, and the mean score of post-test 2 is 83.28. Based on the discussion in the previous chapter and the research findings presented above, the researcher concludes that teaching students reading comprehension by using buzz group technique can improve students' reading comprehension.

Suggestions

Based on the experiences of the researcher during the action research, the researcher proposes some suggestions for the betterment of students' reading comprehension as follows:

1. For the teacher
 - a. The teacher should know how to enhance their ability in teaching and to develop a good atmosphere in the class, so the students learn easily and comfortably in their class.
 - b. The English teacher can use buzz group technique as an alternative technique in teaching reading and he and she must be creative to use it in order that the students are interested and are not bored in the teaching learning process.
2. For the students
 - a. Students who are taught by using buzz groups technique should be active and creative in learning reading and comprehending texts. English as a second language seems difficult to learn if there is no willingness and motivation to learn it.
 - b. Students in general should encourage themselves to learn more, ask what they do not know and learn as much as possible.
3. For the institution of education



An institution of education should be provided with appropriate facilities in order to support the teaching and learning process especially in learning English, so that the teaching and learning process can run effectively.

4. For the other researcher
 - a. The other researchers can get the valuable experience which can be used for doing a better action research in the future.
 - b. The other researchers can use this research as additional resources to conduct research about reading comprehension.

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