The Effect Of Small Group Discussion On Students' Achievement In Reading Narrative Text At The Third Year Students Of Mts Al-Washliyah 30 Pematang Guntung

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ABSTRACT

The objective of this study was to get the empirical evidence of the effect of using small group discussion technique on students' achievment in reading narrative text at the third year students of MTS AL-Washliyah 30 Pematang Guntung. The method used in this study was quantitative through quasi experimental research. The population was all the third year students of MTS AL-Washliyah 30 Pematang Guntung. The total sample was 60 students that were taken by using lecturing technique Instrument of this study was multiplechoise test. Before doing the treatment, the students in experimental class were given the pre-test. Then, the students were taught by using small group discussion technique. At the end of the treatments, the students were given a post-test. T-test was used to analyze the data. Value of tobserve is 4.75 and the degree of freedom (df) is 58, whereas the value t-table on the degree of significance of 5% is 1.67. The T-test revealed that the result is significant; it is determined by the value of t Obsever which is bigger than t table. Thus, Ha is accepted because there is significant effect of using small group discussion on students' reading narrative text ability. Therefore, it can be concluded that using small group discussion is effective to improve students reading narrative text ability at the third year students of MTS AL-Washliyah 30 Pematang Guntung.

INTRODUCTION

Background of the Research

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.

Pamungkas (2016: 12) 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 Therefore, the researcher would like to conduct the research that is different from the researcher mention before. 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.

The success of teaching reading comprehension for the MTS AW 30 Pematang Guntung is determined by many aspects such as: materials for reading, facilities, teachers' competence, and the students themselves. Related to the teachers' side, the teachers have already applied some various strategies and techniques in developing students' achievement reading narrative text such as face to face strategy, grammar translation method and many else in order to achieve the basic competence based on the syllabus.

In fact, based on the English teacher of the ninth grade students' explanation by interviewing, he said the students' achievement reading narrative text cannot acquire the aspect of language well. Most of them were still confused to comprehend an English text. The students were difficult to find the main idea of the text, even the synonym or antonym of the words which are provided in text. Based on the problems depicted above, thus, the writer feels it is necessary to investigate the problems above into a research entitled: the effect of small group discussion on students' achievement in reading narrative text.

Formulation of the Problem

Based on the problems limited above, these research questions are formulated into the following research questions: Is there any significant effect of small group discussion on students' reading achievement at third grade students of MTS AW 30 Pematang Guntung.

Significant of the Research

Based the specific objectives above, this research are also direct to the significance of the research:
Theoretically:
These research finding are also expected to give the positive contribution related to process of teaching and learning English, especially in terms of the effect of using small group discussion in teaching reading comprehension.
Practically:
For the researcher
This study would be a reference in the development of service system especially in reading narrative text.
For the teachers
 a. Provide an alternative method of learning to improve student achievement.
 b. Maximize the performance of teachers in order to improve quality in learning English.
For the students
 a. Using Small Group Discussion Technique can help students in learning reading
 b. Using Small Group Discussion Technique can develop students' ability to solve their problem in reading
For the readers
This research gives some information about students' reading problem in narrative text and how to teach well to improve their achievement.

METHOD

Design of the Researh

The type of the research was an experimental research. It consisted of two groups they were experimental group and control group. The experimental group was the group that received treatment by small group discussion and control group would not use small group discussion in this research. The design of this research was shown in the following table:

Table 3.1
Design Pre Test and Post Test

No	Group	Pre test	Treatment	Post test
1	G1	T1	0	T2
2	G2	T1	X	T2

Notes:

G1 : Control group
G2 : Experimental Group
T1 : Pre-test
T2 : Post test
X : Teaching by small group discussion
0 : Without teaching small group discussion
In this research, the students gave pre-test to know their reading narrative text ability before treatment and post tes after treatment by small group discussion. The pre-test and post-test conducted for control and experimental

class. In the control class, the treatment used conventional method that is usually use by the teacher in teaching learning process. In the experimental class, the writer used small group discussion as the experimental treatment.

The Population of the Research

The population of this research was all of the ninth grade students at State MTS AW 30 Pematang Guntung. It consisted of 3 classes; they are IX1, IX2, IX3, The total of population of this research was 94 students the specification of population can be seen on the table 2 below:

Table 3.2
The Total Population of the Ninth Grade Students of MTS AW
Pematang Guntung

Class	Number of Student
IX1	32
IX2	30
IX3	30

The Sample of the Research

The sample in this research used random sampling. It was class IX-2 which consist 30 students as experimental group and IX-3 as control group consists of 30 students.

Technique of Analyzing Data

The analyzing of the data is consisting of quantitative. The quantitative data is analyzed by calculating the mean of pre-test and post-test. The pre-test and post-test will show whether the students' reading achievement or not. The pre-test and post-test are formulated by using mean as follow:

$$t = \frac{m_x - m_y}{\sqrt{\left(\dfrac{\sum x^2 + \sum y^2}{n_x + n_y - 2}\right)\left(\dfrac{1}{n_x} + \dfrac{1}{n_y}\right)}}$$

Where :

M_x = mean of experimental group

M_y = mean of control group

$\sum x^2$ = the deviation score of experimental group

$\sum y^2$ = the deviation score of control group

N_y = the total sample of control group

N_x = the total sample of experimental group

The calculation of statistical measurement as follows:

If $t_0 > t_t$, the Ha is accepted.

If $t_0 < t_t$, the Ha is rejected or H_0 is accepted.

FINDINGS AND DISCUSSION

Research finding

The writer used t-test to find out the differences score of students' achievement in teaching reading narrative text with and without small group discussion technique. Moreover, the researcher used IBM Statistics SPSS 16 software to do the calculation or the test. The criteria of the test are as follows:

Ha is accepted if t observed is higer than t table or (t observed ≥ t table)

Ho is accepted if t observed is lower than t table or (t observed ≤ t table)

The level of significant α = 0.05

Table 4.8
Independent T-Test of Posttest score of Experiment and Control Class

		Levene's test for Equality of Variances		T-test for equality of Mean							
		f	Sig.	t	df	Sig(2-tailed)	Mean diffeerence	Std. Error difference		95% confidence interval of the difference	
										Lower	Upper
Students	Equal variances assumed	.415	.522	4.754	58	.000	7.200	1.515		4.168	10.232
	Equal variances not assumed			4.754	57.278	.000	7.200	1.515		4.167	10.233

Independent Sample Test

Thus, based on the calculation above, the degree of freedom (df) is 58 and the critical value of the df -58 by using the degree of significance of 5% is 1.67 (t table) and the t-observe is 4.754. It means that the post-test score of experimental class is higher than the score of controlled class. The result of the comparison between t-observe and t-table were 4.754 > 1.67 = t-observe > t table. Clearly from the hypothesis it shows that on the df = 58 and in the degree of significance 5% the value of degree of significance is 1.67(gained based on df = 58 and ∕ α = 0.05). By comparing the value t observe is higher than t table that is 4.754 > 1.67, so the alternative hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected. It could be proved that there were significant differences between the results of using small group discussion technique in teaching reading narrative text at third year students of MTS AL-Washliyah 30 Pematang Guntung.

Discussion

After analyzing the data, the writer could come up with a discussion to get a more in-depth analysis and the answer to the research problems. The overall data findings showed that the students gave a positive perception of learning Reading Narrative Text using Small Group Discussion at the Third Year Students Of Mts Al-Washliyah 30 Pematang Guntung.

The result of the study shows the t observe (4.754) was higher than the t table (1.67). It can be proven that the small group discussion technique can give significant effect on students' reading narrative text ability because the score of students' speaking after being taught by using the small group discussion technique is higher than before the researcher gave the treatments. Additionally, the mean score of post test in the experimental class is higher than the control class. Moreover, from the calculation of the effect size it is showed that the effectiveness of using small group discussion technique on students' reading narrative text ability had greatly significant result.

CONCLUSION

The study had a quasi-experimental design which is intended to obtain empirical evidence of the effectiveness of small group discussion on students' reading narrative text ability at the third year students of MTS AL-Washliyah 30 Pematang Guntung academic year 2020/2021. At the beginning, the writer conducted the pre-test to find the intial competence of the students, both students in experimental and control class showed no statistically different. After the research was conducted, and the treatments were given to the experimental class, thes post test and the gained score of the experimental class was higher than the score of the controlled class. Discussing about the research, it reveals positive result on the oral English presentation ability of the students taught by using small group discussion technique and those who is not taught by using small group discussion technique. The result of the study shows the t observe (4.754) was higher than the t table (1.67). It can be proven that the small group discussion technique can give significant effect on students' reading narrative text ability because the score of students' speaking after being taught by using the small group discussion technique is higher than before the researcher gave the treatments. Additionally, the mean score of post test in the experimental class is higher than the control class.

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