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Improving Students's Reading Comprehension Through Group Discussion Technique

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Abstract

The purpose of this study is to determine whether or not the group discussion technique improves students' reading comprehension. This study employs a pre-experimental design with a single group pre-test and post-test. This research was carried out at SMA Negeri 1, Ratahan Timur. This study's sample of 25 first-grade students consisted of 25 students. The data were obtained from the pre- and post-tests and given to the students. The results show that two students received a score of 4, five students received a score of 5, seven students received a score of 6, seven students received a score of 7, and four students received a score of 8. One student received a score of 6, two students received a score of 7, five students received a score of 8, and eight students received a score of 10. The students' post-test scores were higher than their pre-test scores, indicating that the group discussion technique was effective in teaching reading comprehension.

Keywords: Reading, Technique, group discussion technique

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui apakah teknik diskusi kelompok dapat meningkatkan pemahaman membaca siswa. Penelitian ini menggunakan desain pre-experimental dengan single group pre-test dan post-test. Penelitian ini dilaksanakan di SMA Negeri 1 Ratahan Timur. Sampel penelitian ini sebanyak 25 siswa kelas I yang terdiri dari 25 siswa. Data diperoleh dari pre- dan post-tests dan diberikan kepada siswa. Hasil penelitian menunjukkan bahwa dua siswa mendapat skor 4, lima siswa mendapat skor 5, tujuh siswa mendapat skor 6, tujuh siswa mendapat skor 7, dan empat siswa mendapat skor 8. Satu siswa mendapat skor dari 6, dua siswa mendapat skor 7, lima siswa mendapat skor 8, dan delapan siswa mendapat skor 10. Nilai post-test siswa lebih tinggi dari nilai pre-test mereka, menunjukkan bahwa teknik diskusi kelompok efektif dalam mengajarkan pemahaman membaca.

Kata kunci : Membaca, Teknik, teknik diskusi kelompok

1. INTRODUCTION

Reading is one of the four major skills of language. It is an important skill to be taught and mastered by students. Strevans (1977: 64) states, "Reading is regarded as a skill of great importance for the learner because it provides him with access to a great quantity of

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further experimental language and it gives him a window to the formal means of continuing his personal education."

Hodgson (1960: 43–44) says that reading is a process that is carried out and used by a reader to get a message that is submitted by the author through the medium of words or written language. A process that has demanded that the word be a unity will be seen in a flash, and the meanings of words will be known individually. The message is written and implied to be caught or understood, and the process of reading it is not performing well.

Reading comprehension is one type of reading. Reading means understanding what is being read. According to Smith and Robinson (1973: 37), "if it is generally agreed that comprehension means understanding," "Reading comprehension is then not only pronouncing the words found in the text but also understanding the content of what is read." It is obvious that reading cannot be separated from comprehension. Reading with comprehension means understanding what is read.

2. REVIEW OF LITERATURE

2.1 Reading

According to Marksheffel (1966: 8), "reading" is a highly complex thinking process in which the entire organism participates. "It is composed of innumerable skills, abilities, processes, and conditions so interwoven and integrated that much of what occurs during the reading is purely hypothetical." According to Richard & Rodgers (1986: 8), it means that reading is a process that requires highly complex thinking.

Finochiarro and Bonomo (197a:119) define reading as "bringing meaning to and getting meaning from printed or written material." This is similar to Miles (1975), who also points out that reading is decoding written words so that they can be produced orally. It is the ability to anticipate meaning in a line of print, but it is not concerned with the mechanical but with grasping ideas from groups of words that convey meaning.

Reading cannot be separated from comprehension. Comprehension in reading means understanding what is read. Even though reading ability is prioritized in English instruction, the goal of instruction is to enable students to not only read but also fully comprehend the text being read.

This can be done using interesting techniques. The use of pictures and pictures is one of the techniques that can be used. This teaching aid is used to support and direct students' understanding of the instructional materials. The technique is thought to be able to help the student acquire understanding of the reading texts, guide their responses, and enrich their experience.

2.2 Reading Comprehension

Understanding a text is not easy. As Kennedy (1981) says, reading comprehension is a process through which readers become aware of an idea, understand it in terms of its experimental background, and interpret it in relation to their own needs and purposes. Furthermore, Smith & Robinson (2010: 205) point out that "reading comprehension means the understanding, evaluating, and utilizing of information and ideas gained through the interaction between the readers and the author." Reading is not complete until the reader understands what the writer has written. Reading comprehension is an active thinking process in understanding vocabulary, seeing the relationship among works, and organizing ideas, supported by previous experiments that have been done by readers.

Reading cannot be separated from comprehension. Comprehension in reading means understanding what is being read. In order to understand the messages of the author, readers should have the ability to read with comprehension.

2.3 Group Discussion

Discussion is one form of speech activity. We can broaden their knowledge and gain valuable experience through discussion.

The verbal exchange of thoughts, ideas, and opinions between two or more people in order to reach agreement or better understand their ideas or opinions is known as discussion. Discussions involving several people are called group discussions. A leader, known as the chairman of the discussion, was required in a group discussion. The task chair of the discussion is to open and close the discussion, raise their hands to convey an idea to members, argue with members, and suggest a conclusion to the discussion.

2.4 Teaching Reading Comprehension

The roles of the teacher in this approach are facilitator, manager of her class room, advisor, and communicator, while the student's role is communicator. Clark & Starr (1981: 194) stated: "Group discussion is a method that frees creative power in ways that no other method can." And also, Nuttal (2002:162) added, "by dividing the class into groups, you make it possible for the students to help one another, and in successful groups, the interaction taking place achieves far more than individuals can work on their own."

In order to teach reading comprehension, a teacher should have in mind the aims or reading skills stated in the curriculum of the school where he or she teaches in order to develop the students' reading comprehension. The teacher is the most important single element in any teaching situation. teacher who is able, well trained, maintains a good student-teacher relationship, and is able to achieve a proper balance in developing skills in the reading material successfully. Students who have a teacher like her are truly blessed.

The above quotation means that teachers have an important role in increasing students' achievement in learning to read. A teacher's ability and skill in presenting material will influence students' learning. To conserve the ideas, a teacher has to try to invent a proper approach and technique in teaching reading comprehension. Because approach and technique in teaching reading play an important role in helping students understand the content of the reading material,

A teacher must be familiar with teaching methods, particularly how to use them, in order to make class more interesting and students' understanding of reading texts better. These methods include the grammar translation method, the audio-lingual method, the syntactic method, and the communicative method. Among these kinds of methods, there is one technique that is helpful in teaching reading comprehension: the "group discussion technique."

3. RESEARCH METHODOLOGY

3.1. Research Design

This study employs a pre-experimental design with a single group pre-test and post-test. The sample for this research was one class consisting of 25 students. The data was gathered from the students' pre- and post-tests.

The design can be seen in the following representation:

Table 1. Research Design

Pre – test	Treatment	Post -test
T1	X	T2

T1: Pre –test

T2: Post – test

X: Treatment.

3.2. Population and Sample

The population of this research is SMA Negeri 1 Ratahan Timur. The sample for this research was the first-year class of 25 students.

3.3. Data Collection

This study's instrument is a writer's test in the form of an essay test and its completion. They are pre-test-post-test given to determine student achievement in reading comprehension prior to using group discussion technique, and post-test given to determine students' achievement after using group discussion technique in teaching reading comprehension.

In collecting the data, the writer uses the procedure as follows:

- As the sample comes from the class X2 student, choose each member at random for the group.
- Prepare the material.
- First, administer the pre-test, which is a written test in essay form and completion.
- Conduct a post-test.
- Make conclusion.

3.4. Data Analysis

In analyzing the data, the writer will use the mean score formula. Hatch and Farhady (1082:30)

$$\text{state that} = \frac{\Sigma X}{N}$$

X = Mean score

ΣX = All score of the sample

N = Total of student

4. ANALYSIS

In analyzing the data, the writer presented and analyzed the frequency distribution of mean score pre-test and post-test be in frequency polygon X1, the result of pre-test and X2, the result of post-test.

Use the mean score formula to analyze the obtained data.

Will be used: $x = \frac{\Sigma x}{N}$

The data obtained were put into the table of the frequency distribution matrix and computed using the mean score formula in order to see whether the hypothesis was accepted or not. The results of the pre-test (T1) and post-test (T2) are in the table.

Table 1: The score of students in the pre-test (T1) and post-test (T2) and again

Table 2: Frequency Distribution Matrix of the Pre-Test (T1)

Table 3: Frequency distribution matrix post-test (T2)

Table 4: Computation of the mean (x) of the pre-test (T1)

Table 5: Computation of the mean (x) of the post-test (T2)

Table 1 displays the students' pre-test (T1) and post-test (T2) scores.

Table 2. the score of the student's pre-test (T1) and post-test (T2)

Student Number	Pre-test (T1)	Post-test (T2)	Gain
1	8	10	2
2	7	9	2
3	6	8	2
4	6	10	4
5	7	9	2
6	5	8	3
7	4	8	4
8	6	9	3
9	6	9	3
10	4	7	3
11	7	9	2
12	7	10	3
13	7	9	2
14	5	10	5
15	8	10	2
16	5	7	2
17	6	6	0
18	8	10	2
19	7	10	3
20	6	8	2
21	5	9	4
22	6	8	2
23	7	9	2
24	8	10	2
25	5	9	4

Table 3. frequency distribution matrix of Pre-Test (T1)

Score	Tally	Frequency	%
8	IIII	4	16 %
7	IIII II	7	28 %
6	IIII II	7	28%
5	IIII	5	20 %
4	II	2	8 %
Total	25	25	100 %

In the pre-test (25) students, 4 students (16%) received the highest grade, 7 students received 7 (28%) and 6 students received 7 (28%); 5 students received 5 (20%); and 2 students received 4 (8%).

Table 4. Frequency distribution matrix of Post Test (T2)

Score	Tally	Frequency	%
10	IIII III	8	32%
9	IIII IIII	9	36 %
8	IIII	5	20 %
7	II	2	8 %
6	I	1	4 %
	25	25	100 %

Table 4 shows that of the 25 students who took the post-test (T2), 8 received 10 (32%) and 9 received 9 (36%); 5 received 8 (20%); 2 received 7 (8%); and 1 received 6 (4%).

Table 5. computation of mean (x)of the pre test (T1)

Student's number	Score
1	8
2	7
3	6
4	6
5	7
6	5
7	4
8	6
9	6
10	4
11	7
12	7
13	7
14	5
15	8
16	5
17	6
18	8
19	7
20	6
21	5
22	6
23	7
24	8
25	5
ΣX	156

$$\text{Mean} = \frac{\Sigma X}{N}$$

$$\Sigma = 156$$

$$N = 25$$

$$= \frac{156}{25}$$

$$= 6,24$$

X = Mean

ΣX = Total of scores

N = Number of students

Table 6. computation of mean X of the post test (T2)

Student's number	Score (X)
1	10
2	9
3	8
4	10
5	9
6	8
7	8
8	9
9	9
10	7
11	9
12	10
13	9
14	10
15	10
16	7
17	6
18	10
19	10
20	8
21	9
22	8
23	9
24	10
25	9
ΣX	221

$$\text{Mean} = \frac{\Sigma X}{N}$$

$$\Sigma = 221$$

$$N = 25$$

$$= \frac{221}{25}$$

$$x = 8,84$$

\bar{x} = Mean

ΣX = Total of scores

N = Number of student

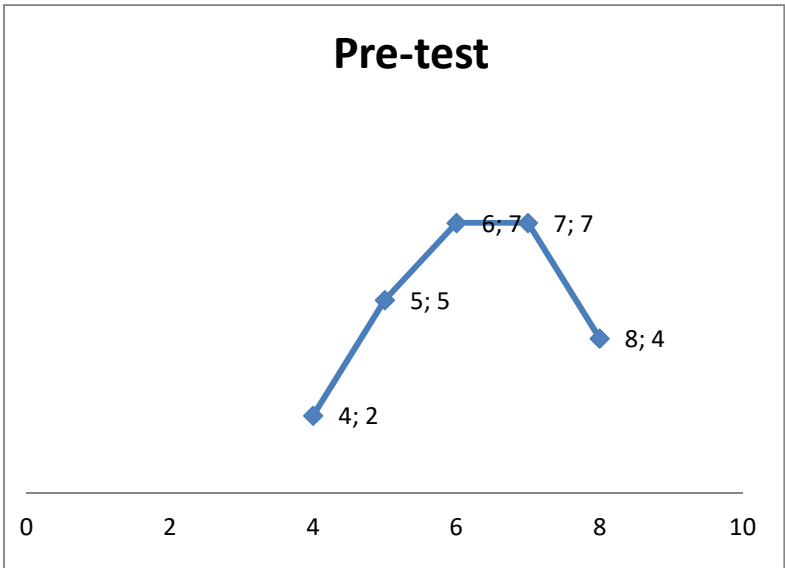


Figure 1. frequency polygon of pre-test (T1)

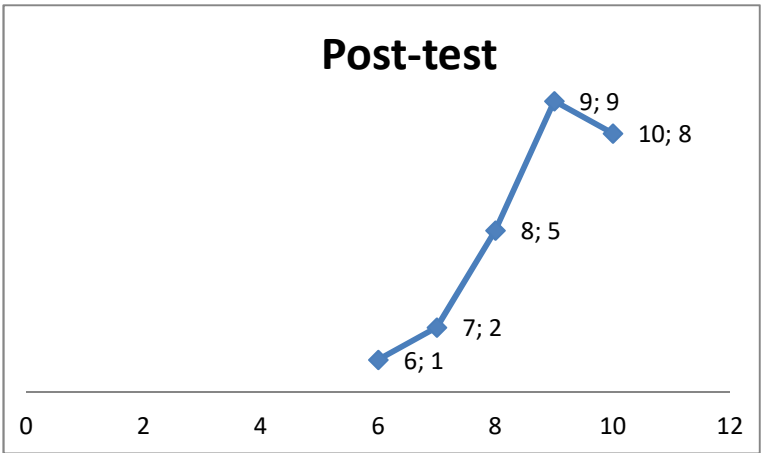


Figure 2. frequency polygon of post-test (T2)

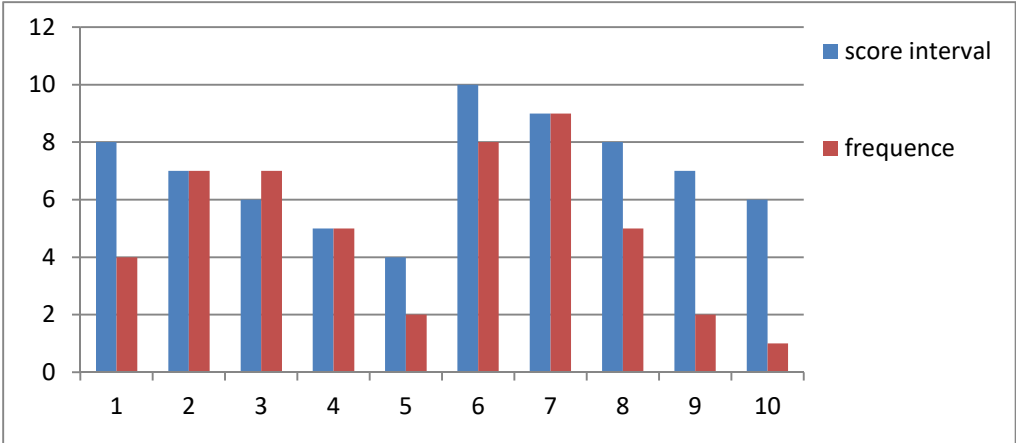


Figure 3. Combination Pre Test and Post Test

4. DISCUSSION

The scores of the students in the post-test were higher than on the pre-test, which means that using the group discussion technique in teaching reading comprehension was effective.

In tables 2 and 3, students performed better in the post-test (T2) than in the pre-test (T1). The higher score in the pre-test (T1) is 8, while in the post-test (T2) it is 10. The lowest score in the pre-test (T1) is 4, and the lowest score in the post-test (T2) is 6. The difference score indicates the students' achievement in the pre-test and post-test is different.

Two students scored 4, five students scored 5, seven students scored 6, and four students scored 8.

The Post-Test: One student scored 6, two students scored 7, five students scored 8, nine students scored 9, and eight students scored 10.

The result of the data analysis shows that there was a difference in scores between the students in the pre-test and post-test, with those in the pre-test scoring lower than those in the post-test.

5. CONCLUSION

The result of this research shows that the scores of students in the post-test are higher than those in the post-test. This means that using the group discussion technique can help students improve their reading comprehension skills. The use of the group discussion technique can help the student understand the reading material and get ideas from the text.

6. SUGGESTION

English teachers who have the same problem as the writer in teaching reading comprehension may try to make use of the group discussion technique in solving the problem

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