The Effect of Small Group Discussion toward Eighth Graders Reading Comprehension

Aulia, Rizki Izefti
Izeftiaulia19@gmail.com
Teacher Training and Education of Jambi University, January 2018

ABSTRACT

The purpose of this research was to find out the effect of using Small Group Discussion on students reading comprehension at Eighth graders SMP Negeri 22 Kota Jambi. This research used Experimental research in quasi-experimental design. There are three procedures for collecting data; Pre-test, Treatment, and Post-test. The instrument of this research was reading comprehension test in form multiple choices tests; which consists of 25 questions. The result of the analysis showed the mean score is 62,6154 of post-test in experimental class and the pre-test mean score is 56,3077. Then the score of a sig. (2-tailed) in independent sample test is 0,299. It is concluded that Small Group Discussion able to give a significant effect on students’ reading comprehension at Eighth graders in SMP Negeri 22 Kota Jambi. So, from the result, the researcher suggested to the teacher especially in SMP Negeri 22 Kota Jambi to considering this method in the learning process to increase students’ reading comprehension.

Key words: Reading Comprehension, Small Group Discussion

INTRODUCTION

Background Research

Reading is one of the skills besides speaking, listening, and writing. People learn how to speak by listening to others and how to write by reading (Apriyanti,2008:1). In fact, some of the students still have difficulties in finding general information in the passage, finding specific information, identifying main ideas, identifying explicit and implicit information. This condition might be caused by several factors such as students’ low motivation in learning English, lack of vocabulary, low ability in mastering the reading skills, and the mimic or intonation.

A discussion is one of the communication models. The discussion is also a learning method that can be applied in the learning process. In a discussion, all of the students as the participants will have the same chance and opportunity to communicate in the sense of mutual communication. Putri, Suparman, Suka (2014) said that group discussion is more effective if the group consisted of 3-4 students; it enables the students to give their opinions or ideas to other students easily.

There are some students that have difficulties to comprehend what they have to read, the students are more likely to ask some friends about the materials that they seem hard to comprehend before, the researcher sees that the students who are basically difficult to understand the reading materials after they ask their friends step by step so the students can understand the material that they read before. Therefore, the researcher concluded that every participant had a great opportunity to express their opinions and knowledge regarding the material being discussed. More important, the researcher hopes that every participant will be motivated to be more active in preparing their self to understand the text and the topic to be discussed. Based on the background above, the researcher would like to do a research about The Effect of Small Group Discussion on Reading Comprehension. So, that is why the researcher chooses this technique to see the effect in students reading comprehension.

The objective of this research is to find out the effect of using small group discussion on students’ reading comprehension at VIII B class in SMP Negeri 22 Kota Jambi. The researcher was limits the problem on the effect of using small group discussion toward students reading
comprehension at VIII B class at the first semester of SMP N 22 Kota Jambi. The researcher used Descriptive text as the text type to do the research. This research is also expected to give a contribution to the reader and also to the researcher’s self-such as:

1. For the teacher hopefully, the result of this research will motivate other teachers to apply this method in teaching process in the classroom.
2. For another researcher who wants to conduct similar research, this research is hope useful as information and reference in the future when they have similar problems.

There are two hypotheses to be tested in this study. They are the null hypothesis ($H_0$) and research hypothesis ($H_1$)

a. **The Null Hypothesis ($H_0$)**
   There is no any effect on student's Reading comprehension for the VIII grade students of SMP Negeri 22 Kota Jambi after taught by using Small Group Discussion

b. **The One Hypothesis ($H_1$)**
   There is an effect on student's Reading comprehension for the VIII grade students of SMP Negeri 22 Kota Jambi after taught by using Small Group Discussion.

**READING COMPREHENSION AND SMALL GROUP DISCUSSION**

Harmer in Apriyanti (2011; 6) said that there are some skills in reading: first is identifying the topic; good readers are able to pick up the topic of a written text very quickly. Second is predicting and guessing; readers sometimes guess in order to try and understand what is being written, especially if they have identified the topic. Then, reading for general understanding; good readers are able to take in a stream of discourse and understand the gist of it without worrying too much about the details and also reading for specific information; in contrast for reading for gist, we frequently go to written text because we want to specific information. Last is interpreting text; readers are able to see beyond the literal meaning of words in a passage, using a variety of clues to understand what the writer is implying or suggesting.

Nunan in Trisnawati (2014;7), reading comprehension is the ability to process the written or printed material from what has been read and to improve a construct if ideas in mind depend on the experience or prior knowledge or the reader and understand of the text. Comprehension is a process that involves thinking, teaching, past experience, and knowledge (Prado & Plourde in Harvey,2005). Manke and Duffy in Trisnawati (2014;10) stated that there are five types of comprehension questions to measure students' reading comprehension: identifying topic and main idea, making an inference, finding out details and factual information, checking reference words and vocabulary in context.

1. Identifying main idea and topic of the paragraph.
2. Making inference
3. Finding details and factual information
4. Checking the referring words
5. Checking vocabulary in context

Level means the degree of depth understanding of the reader. Berry in Trisnawati (2014; 9-10) describes that there are three different levels of comprehension. They are:

1. Literal level: readers should not have to understand the true meaning of a paragraph; however, readers could memorize the information.
2. Interpretive level: readers are attempting to understand what the author meant by what she/he said in the story, paragraph or textbook. It is presumed that readers are attempting to see the implications of the author’s words.
3. Applied level: readers are reading between the lines and then examining the message from
the author and attempting to apply that message to another setting.

Cooperative learning is a learning approach that focuses on the use of small groups of
students to work together in maximizing learning conditions to achieve learning objectives
(Kurniawan, 2013). Basically, humans have differences, with the difference that humans will
educate each other. One of the cooperative learning models is Small Group Discussion,
according to Johnson & Johnson in Wachyunni (2015), cooperative learning in the small group is
learning wherein all of the students work together to optimize their capabilities. In the similar
vein, Slavin in Wachyunni (2015), stresses that students with mixability should work in small
groups together to achieve shared goals. The idea is that in a cooperative learning class, students
are involved in close interaction in a learning activity characterized by the interdependence to
achieve the shared goal (Wachyunni, 2015).

A small group is a small member of human, work together through interaction whose
interdependent relationship allows is to achieve a mutual goal (Kenz and Greg, 2000:4). It means
small group used to combine several people to achieve their goals together. Small group
discussion or working in small groups has been shown to improve students' understanding,
retention of material, and problem-solving abilities. However, most of us do not know how to
work well with others in the academic setting. Small group discussion is the discussion that takes
place when a student works together usually less than 3 or 6 in a group. So it can be seen that
small group discussion is the way to influence each other to take apart in order to find the way
out about something they discuss. The researcher concluded, small group discussion is a media
for students to help each other to find the way out about something they discuss or problem-
solving.

Roestiyah in Ekaputra (2012;12) says that there are some types of discussion such as:
1. Whole-group
2. Buzz-group
3. The panel
4. Symposium
5. Caologium
6. Informal-Debate
7. Fishbowl

From all kinds of group discussion, this research used a buzz group because in this
discussion every student gets a chance to poured his ideas to solve the problem together, beside
that the aim of the researcher using buzz group discussion is to determine the activities of
students at the time of learning and to find out the results of students learning after the learning
process.

Arrivananthan, Meena (2015) said that Buzz Groups are a method for quickly and
efficiently gathering feedback on a topic or responding to a specific question during a discussion.
Without moving from their seats, participants form mini-clusters of two or three people and
engage in free discussion or buzz for a few minutes on a given question. Buzz Groups provide a
welcome change of pace for participants, helping to enliven and energize large group meetings
and events. As with discussion, buzz group discussion is the discussion of a topic by means of
exchange of ideas between two or more people, in small groups, which are planned to achieve
certain goals. This method can build an atmosphere of mutual respect for differences of opinion
and also increase the participation of participants who still have not talked much in the wider
The advantages of Buzz group discussion according to Brewer (1997):

a. It allows everyone’s ideas to be expressed.
b. Participants learn to work in a real-life situation where other's opinions are considered.
c. It sets the groundwork to get discussion started.
d. Because members are expressing opinions it is good for dealing with controversial subject.

The disadvantages of Buzz group discussion are:

a. Effectiveness of the group may be lowered by the immature behavior of a few.
b. It may not be effective for younger groups or groups that know each other too well to take each other's opinions seriously.
c. It can be long time-consuming when dealing with very large groups.

The limitations of the Buzz Group are:

a. The group must be well prepared by the teacher in order to keep the group on topic.

Steps of Buzz group discussion in Supriadi (2006) are:

a. Teachers divide the class into small groups of 3-4 students.
b. The teacher presents the material in general or outlines with the lecture method, then the teacher determines the topic of the issue is discussed.
c. During the discussion, the teacher monitors and observes students activities.
d. Before the discussion end, the teacher gives a warning about the deadline for completing the task.
e. After the specified time has been completed, the results of each group's discussion are collected to the teacher.
f. The teacher addresses the topic of the problem to improve student concepts.

A descriptive text is considered as the simplest and easiest writing form compared to narrative, recount, or procedure, particularly for the beginning writers. Based on definition descriptive text from expert above, the researcher can conclude that descriptive text is a text which says what a person or a thing is like. The purpose of descriptive text is to describe a particular person, place, or thing.

<table>
<thead>
<tr>
<th>Social Function</th>
<th>Text Structure</th>
<th>Language Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describing thing in order to:</td>
<td>Identification (introduction of the thing/place/person)</td>
<td>1. Simple Present Tense</td>
</tr>
<tr>
<td>1. Show pride,</td>
<td>2. Description (part, qualities, characteristics of the thing/place/person)</td>
<td>2. Adjectives (Beautiful, tall, red, warm, round, small, wooden, etc.)</td>
</tr>
<tr>
<td>2. Sell the things,</td>
<td></td>
<td>3. Linking verbs (is, am, are)</td>
</tr>
<tr>
<td>3. Introduce others,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Identify things or people, etc</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

There are some relevant studies that related to this study. The first is the research carried out by Sari (2016), the researcher used one group pre-test and post-test for the design of the research. This research used mix methodology by combining Qualitative (interview) and Quantitative (Pre-test and Post-test). The result of this research was Small Group Discussion can
significantly improve students’ reading comprehension score according to T-value was higher than T-table. Furthermore, the improvement students’ score success in achieving two indicators of successful reading that is catching the meaning of the text and writing the content of the text by paying attention to content and vocabulary. The second is the research carried out by Anggraini & Soesatyo (2016), in the effect of Small Group Discussion to improve students score in learning English for Senior High School. The result of this research was Small Group Discussion successful to give a significant effect in improving students result in learning and making students active during the learning process.

The third is the research carried out by Putri, Suparman & Suka (2015), their research was to see the use of Small Group Discussion to increase students reading comprehension by using one group Pre-test and Post-test. The result of this research was improving the significant score in reading comprehension after taught by using Small Group discussion. The fourth was the research carried out by Juan (2014), the researcher was doing the research on the title Study on the Group Discussion-Based English Reading teaching using the interview to collect the data. There were two results from this research, first was Group discussion makes it possible for group members to train their listening, speaking, reading, and translating the skill in English language learning. The second was, Group Discussion helps build the confidence and sense of participating in the classroom.

The last was carried out by Siswanti, Ngadiso, & Setyaningsing (2012), the researcher were using Qualitative (Interview, observation, questioners) and Quantitative (Pre-test and Post-test). Based on this research there were two results, first was Small Group Discussion improves students' reading comprehension and second was Small Group Discussion improve the class situation. Although there are different methods used in this study to the other studies that were relevant have been described above, there are some similarities between this research and previous research. That can be concluded by the researcher. Namely, the impact given by small group discussions have been described in each previous study. Such as, the effect of Small group discussion can improve students' skills in reading comprehension. In addition, small group discussions are also able to improve the situation in the classroom by helping students to be more confident in participating in the discussion or in the class activity.

In the process of taking data in State SMP Negeri 22 Kota Jambi, the researcher justify as has been said by Wachyunni (2015) that the idea is that in a cooperative learning class, the students are involved in the interdependence to achieve the shared goal. at the time the group discussion process took place, students unwittingly work together to reach the goal to do in the exercises that have been given by researcher. It also proves that students become more active to interact because they are required to discuss in a small group.

RESEARCH METHODOLOGY

Research Design

The method of this study was experimental research; it functioned to see the effect of small group discussion method toward students' reading comprehension. This method have two variables such as independent variable and dependent variable. The independent variable in this research is the reading comprehension of grade eight students, while the dependent variable is the small group discussion. The design of this study is quasi-experimental. In this research, the researcher used non-randomized control group pre-test and post-test. So it should be given a pre-test that aims to determine the stability and clarity of group circumstances before the treatment given. In this study, the researcher has measured group stability based on the same number of pupils and comparison of mean values that are not much different from each other. This is
needed so that the researcher can see the influence to both groups (control and experimental) based on the method already in use. After conducting homogeneity test based on the number of students, the researcher directly determines two classes that have been given the pre-test to determine the experiment class and control class that has been used as the sample in this research.

The homogeneity test that has been done between class A and B with the number of 26 students, C and G class with the number of 30 students, then D and E class with the number 31 students. It has been shown that only classes a and b can be used to conduct this research so that the selection of control class and experiment class fall in class 8a and b. Researcher have used class A as a control class and class B as Experimental class. The determination of these two classes by draw silver coins 100 rupiahs. Where, if the eagle emblem that is above after in throws class A will be an experimental class. To pre-test and also post-test the researcher has used text descriptive type in teaching and as a medium to measure students' reading ability based on the syllabus and curriculum being studied at that time.

**Place and Time**

This study was conducted at SMPN 22 Jambi Kota. This school has 21 classes, consisting of grades 7, 8, and 9. The research conducted on Eight Graders, in the first semester. This research started on 28 August 2017 until 28 September 2017. The researcher has conducted each of eight meetings in the experiment class and control class.

**Procedure of the Research**

There are several stages in taking this research data; firstly the researcher must obtain permission from the principal and the English teacher concerned to conduct research in the junior high school. Then on the same day, direct researcher is asked permission to perform reliability of the test on 8F students. The second stage was executed the next day on 29 August the researcher started to distribute the pre-test for class B in lesson 1-2 and class A at lesson 3-4. On August 30, 2017, researcher gave a pre-test in class C in lesson 3-4. On August 31, the researcher distributed pre-test in class G in lesson 5-6. The pre-test ends on September 1, 2017, in class E at 3-4 and D-class at 5-6. The third phase was conducted on 5-20 September 2017 every Tuesday and Wednesday the researcher began to provide treatment based on the lesson plan that has been prepared previously. Then the fourth stage was done on September 26, 2017, to provide post-test on the two classes used as samples in this study.

**Teaching Procedure**

<table>
<thead>
<tr>
<th>SMALL GROUP DISCUSSION (Experimental class)</th>
<th>TRADITIONAL METHOD (Control class)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-activity (15 minutes):</td>
<td>Pre-activity (15 minutes):</td>
</tr>
<tr>
<td>a. Greetings</td>
<td>a. Greetings</td>
</tr>
<tr>
<td>b. Checks the attendance</td>
<td>b. Checks the attendance</td>
</tr>
<tr>
<td>c. Warms up the students by asking some questions related to the topic of reading material</td>
<td>c. Warms up the students by asking some questions related to the topic of reading material</td>
</tr>
<tr>
<td>d. Writing the topic on the whiteboard</td>
<td>d. Writing the topic on the whiteboard</td>
</tr>
<tr>
<td>e. Giving the students a reading text</td>
<td>e. Giving the students a reading text</td>
</tr>
<tr>
<td>While activity (60 minutes):</td>
<td>While activity (60 minutes):</td>
</tr>
<tr>
<td>a. Ask the students to read the descriptive text. Every students have their own descriptive text</td>
<td>a. Ask the students to read the descriptive text.</td>
</tr>
<tr>
<td>b. The teacher explains the</td>
<td></td>
</tr>
</tbody>
</table>
b. The teacher explains the material in front of the class
c. The teacher divides the students into some group, each group consists of 2-4 students, a teacher gives a different English text for each group (one text for one student). In this activity all of the members of a group was have the different tasks such as the first student was analyze what is the topic and the main idea for every paragraph, then the second student was look for the synonym or antonym of the word to help them find the vocabulary in the text. Then the third student was analyzing what information that was mention in the text. After the students find their own task, they start to discuss in the small group by tell what they was find by their own task. Then the others member of group tell their opinion about another founded task. After all of the members of group agree with the result of discussion the leader of a group will help her/his members to finish the assignment, every leader must help the teacher to control the way of small group discussion in the classroom.
d. The teacher asks the leader of a group to a presentation in front of the class.
e. The teacher will explain the text that has been explained by the students again.

<table>
<thead>
<tr>
<th>Post activity (15 minutes):</th>
<th>Post activity (15 minutes):</th>
</tr>
</thead>
</table>
a. Ask the students the difficulties in learning | a. Ask the students the difficulties in learning |
b. Conclude and close the lesson | b. Conclude and close the lesson |

**Population and Sample**

The population of this research was all the Eighth Graders students of SMP Negeri 22 Kota Jambi in Academic Year 2017/2018 were the total population of this research. There were seven classes, and a total number of students were 205 students.

In this research, the cluster sampling was used because it is impossible to select randomly Eighth Graders and remove them from one class. It was better to use intact class. The sample of this research was taken two classes. The researcher directly determined the class A and B as Sample in this study. Based on the result of homogeneity of the test the data result is 0,596>0,05 and it is homogenous.

**Instrument of the research**

The instrument that has been used in this research is taken from various books of English class eight based on the applicable curriculum. One of them the researcher using Erlangga
Express UN SMP / MTS 2018 English language work by Zaida to take some examples
Descriptive text that has been used in this study. The type of the test that has been used by
researcher is a multiple choice of 25 questions with four multiple choices where there is only one
correct answer. The questions are given in the pretest and posttest, and the assessment system for
the experimental class and the control classes are the same.

**Validity and Reliability**

To get the validity of the test, the researcher was taken the reading text from relevant
English Text Book and Worksheet for the Eight Graders of Junior High School and also to
measures students reading comprehension, the researcher used the test which contains reading
comprehension component. The reading test was applied in this research based on "Kurikulum
Tingkat Satuan Pendidikan (KTSP) Curriculum. Furthermore, the researcher was going to
consult with the English teacher and the researcher’s advisor.

The researcher administered the test to know the reliability of the test. It is carried out to
students’ of class VIII F. This step needed to see the reliability of the test before it is used to test
the sample of the research. The researcher used Cronbach’s Alpha in SPSS Program to measure
the reliability coefficients of the test instrument. The instrument is called reliable when the result
of Cronbach’s Alpha is equal or more than 0,599. If the result of Cronbach’s Alpha is less than
0,599 it is not reliable. The reliability was calculated by SPSS Program.

**Techniques of Data Collection**

There are three of data collection techniques that have been used by the researcher in this
study the namely are pre-tests, treatment, and post-test. In this study, the two classes that have
been used as samples have received the same pre-test and post-test. It has been arranged in the
previous teaching plan in the treatment sections of the two classes get different treatments.

**Technique of Data Analysis**

To measure the results of the research, researcher has done a pre-test, treatment, and a post-
test. At this stage, the researcher tested the results of both samples using IBM SPSS STATISTIC
version 20. If the result of significance (2-tailed) in independent T-test <0.05, it means that Small
Group Discussion has influenced students reading comprehension. Meanwhile, if the result of
significance (2-tailed) in independent T-test >0.05 means Small group discussion does not give
effect towards students reading comprehension.

**FINDINGS AND DISCUSSIONS**

**Finding**

1. **Pre and Post-Test Result in Experimental and Control Class**

   In experimental class, there were 26 students participated in this research. The mean of Pre-test in experimental class was 56,3077. With the minimum score was 32,00 and the maximum one was 80,00. In this class, the researcher was using Small group discussion for the treatment. Meanwhile, the mean in the control class was 58,0000 with the minimum score was 36,00 and the maximum score was 88,00. Control class was taught by using traditional method (do the assignment and exercise by individually without using group inside the learning processed. Based on the pre-test result showed the control class results were higher than the experiment class. After the treatment process for both class the researcher was doing post-test, the mean result of the experimental class was 62,6154 with the minimum score was 40,00 and the maximum score was 88,00. Meanwhile, the mean scored of the post-test result in control class was 58,4615 with the minimum score was 36,00 and the maximum was 96,00.

   **Descriptive Statistics**
### 2. Comprehension Questions Aspect Result of Pre-Test and Post-Test in Experimental and Control Class

The researcher has used four aspects of distributing questions such as main topics and ideas, factual data information, checking the reference words, and vocabulary items. Number 1, 5, 6, 18, 19, and 20 were told about the topic and main idea of the text. Number 2, 3, 4, 7, 8, 10, 11, 16, 17, 21, 22, and 24 were told about detail factual information of the text. Number 13 and 23 were told about checking reference word. While number 5, 9, 12, 14, and 25 were told about vocabulary items. Based on the analysis of correct answer of each question, it was found that there was the significant effect of the students' score in post-test in which there were increasing numbers of correct answer between pre-test and post-test for experimental class. Increases and decreases on the number of true values occurring in all of aspect of distributing questions.

### Data Analysis

It was proven in this research that Eight Graders of SMP N 22 Kota Jambi taught using Small Group Discussion method get higher Reading Comprehension Score than Traditional method. It can be seen from the differences of mean score between pre and post-test in experimental and control group. To see the mean score of pre-test and post-test and was the difference, it can be seen in the following the table:

#### The Mean of Pre-test and Post-test in Experimental and Control Group

<table>
<thead>
<tr>
<th>Class</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>Gain Score Pretest – Posttest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>56,30</td>
<td>62,61</td>
<td>6,31</td>
</tr>
<tr>
<td>Control</td>
<td>58,00</td>
<td>58,46</td>
<td>0,46</td>
</tr>
<tr>
<td>Gain Score in</td>
<td>1,7</td>
<td>4,15</td>
<td></td>
</tr>
<tr>
<td>Experimental</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and control group</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Hypothesis Testing

The researcher used Paired Sample Test and Independent Sample T-test in SPSS as a program to calculate the data.

#### Table 4.8

<table>
<thead>
<tr>
<th>Independent Samples Test</th>
<th>Independent Samples Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Levene's Test for Equality of Variances</td>
<td>t-test for Equality of Means</td>
</tr>
<tr>
<td>F</td>
<td>Sig.</td>
</tr>
<tr>
<td>Lower</td>
<td>Upper</td>
</tr>
<tr>
<td>Score</td>
<td>Equal variances assumed</td>
</tr>
</tbody>
</table>
Based on the result of paired sample T-test and independent T-test, the researcher has added a graph of frequency value in the measurement scale 0-100 which will be used to see the significant increase of student value after the treatment and post-test.

The graph of the data illustrates seen the score of the post-test result is higher than the pre-test result which has been done in the experimental class, while the achievement of Pre Test score is higher than the post-test in the control class, but if it is paired with the experimental class and the control class on the Pre-test then the control class has a higher performance but the post-test results that occur in the experimental class is higher than the control class. If detailed on the acquisition of student scores, on the data of pre-test in the experimental class with the students with the value of 41-60 and the value of 61-80 more dominant before treatment is given. Whereas, in the post-test score students are more dominant in the range 61-80 which has increased compared to the value before treatment is given. While in the control class graph shows the dominance of the acquisition of a uniform score and does not show dominance in a certain range.

**Discussion**

In this research, the researcher analyses the result of the data that using independent T-test and Paired sample T-test to look the effect of Small Group Discussion. The researcher taught both of the classes that focus on reading comprehension skill. Experimental and control class were given the same material in the same period of time by the researcher. The material that discussed is Descriptive text. The difference was only in giving the treatment by the researcher in teaching reading comprehension. The experimental class was taught by using Small Group Discussion method meanwhile, the control class using non-Small Group Discussion (doing the assignment and exercise by individually). The dominant difference was seen in the way of this method applied to each class. In the experimental class, the students are required to conduct discussions within the designated groups. After the students have discussed in the designated group, the leader is assigned to invite members of the small group to report the result of the discussion they have done. Meanwhile, the control group has done by the students doing their assignment and exercise based on their own ability to comprehending the reading text individually.
There are several findings in this research that was supported by several studies carried out by several researcher, there are:

1. The students actively identify text to gather more information by using small group discussion.
2. The students are free to talk in the discussion forum during the discussion process.
3. The students become more enthusiastic and active in learning process after applied small group discussion in the learning process.

The first finding is the students actively identify text to gather more information by using small group discussion. This finding is in line with the study carried out by Sari (2016), in which this study she found the same thing such the researcher success in improving student’ score in achieving two indicators of successful reading that is catching the meaning of the text and writing the content of the text by paying attention to content and vocabulary.

The second finding is the students are free to talk in the discussion forum during the discussion process. This finding is supported by Sagala (2007), who says that group discussion is more effective if the group consisted of 3-4 students; enable students to give their opinions or ideas to other students easily. It is also supported by Brewer (1997), in the advantages of the buzz group, who said that it allows everyone’s ideas to be expressed and because members are expressing opinions, it is good for dealing with controversial subjects.

Then the last finding was saying that the students more enthusiastic and active in discussion process is in line with the study carried out by Siswanti, Ngadiso, & Setyaningsih (2012), said that small group discussion can improve the situation in the classroom, which means that the students responses to the learning process more influence after due to the use of small group discussion so that students are more enthusiast and also active.

While the results have been found in control classes, students tend to be more passive during the learning process. It is caused by the methods used tend to be more demanding for students to listen and pay attention to the teacher during the learning process takes place. In the control class students only answer questions when the teacher has appointed them to answer the questions that have been given. In fact, not all students who have been appointed have the courage to answer questions that have been given by researcher. This condition is different from that occurring in the experimental class that requires students to be more active in responding to the material given during the group discussion. The researcher founded, there were only 20% of students who have the courage to appear in front of the class. After observing further, 20% of students who have the courage have higher educational support than 80% students. It is because they are taking additional classes outside school hours. Even some students focus on English courses at various official institutions in order to improve their ability to follow the lessons that have been given. The situation also supports the increase in student grades in the control class.

CONCLUSIONS AND SUGGESTIONS

There are two conclusions about the research of the effect of the Small Group discussion method on students' reading comprehension were presented. First, the results of the analysis show the average score of reading comprehension of students using small group discussion method is significant or have higher score than Traditional Method. Secondly, the researcher calculated both of these mean scores by using SPSS. The significant value of data indicates that there is significant of mean score on comprehension of reading of student who taught by Small Group Discussion method. That is, the effect of using small group discussion method for students reading comprehension in SMP Negeri 22 Kota Jambi accepted.
Based on the conclusion above, it is suggested for English teacher at Junior High School, especially teachers of SMP Negeri 22 Kota Jambi to consider Small group discussion Method as one technique to increase students’ reading comprehension. They can do it after several meetings or after finishing one or more topic of discussion as a review technique. The English teachers should be creative in explaining the material in order to stimulate the students’ interest a motivation to learn English especially reading comprehension.

REFERENCES


