

THE IMPLEMENTATION OF GROUP DISCUSSION IN TEACHING READING COMPREHENSION TO THE SECOND TENTH GRADE STUDENTS OF SMA NEGERI 1 LABUHAN HAJI ACEH SELATAN

Arfiana^{*1}, Sariakin², Regina Rahmi³
^{1,2,3} Bina Bangsa Getsempena University

* Corresponding Author: arfiana321@gmail.com

ARTICLE INFO

Article history:

Received : 03-02-2024

Revised : 18-02-2024

Accepted : 27-02-2024

Available online

Keywords:

Reading Comprehension, Group Discussion.

ABSTRACT

The aim of this research is to find out if the tenth grade students of SMA Negeri 1 Labuhan Haji who are taught reading comprehension by using group discussion get better result than those who are taught without using group discussion. This research is conducted by using quantitative research in case of experiment research method. The design used in this research is pre-experiment; one group: pre-test - post-test. In this design, there is one class; pre-test is conducted before treatment and post-test is conducted after treatment. The population of this research is the tenth grade students of SMA negeri

1 Labuhan Haji in academic year 2022/2023. The total population is 175 students who are composed of six classes; class X IA¹, class X IA², class X IA³, class X IS¹, class X IS², and class XII IS³. Meanwhile, the sample of this research is the students of class X IA¹ which was taken purposively. The class X IA¹ consisted of 28 students. Thus, the total sample was 28 persons. In addition, the result of the research shows that the tenth grade students of SMA Negeri 1 Labuhan Haji who are taught reading comprehension by using group discussion get better result than those who are taught without using group discussion. It is proved by It is proved by the result of N-Gain score calculation and the result calculation is 0.65. Therefore, the students' ability in mastering reading comprehension increases 65% after they are taught by using group discussion.

This is an open access article under the [CC BY-NC](https://creativecommons.org/licenses/by-nc/4.0/) license.

Copyright © 2021 by Author. Published by Universitas Bina Bangsa Getsempena



INTRODUCTION

Learning language is very important because it is tool of communication. Someone can not communicate with others if they do not understand language. Thus everybody needs to learn language. Next, human being uses language, both in written and spoken form, to express their ideas. Languages differ from each other in such a way that the members of one speech community usually do not understand the speakers of other speech communities. The fact that languages differ from each other is accepted as normal

state of affairs. The differences are found because each language has its own system or code; that is, its own characteristic of putting sounds together in order to talk about situations or events in the present, the past, or the future (Richards Schmidt, 2013).

Therefore, if the speakers of one community wish to communicate with those of another, they usually study their language, or find someone who knows it, or use one of the international languages, and one of them is English. Thus, English is a language of high importance in the international relationship either formally or informally. Considering that English has a crucial position, the Indonesian Government realizes that the language has to be learned by students.

English has been taught to students of secondary schools and university level in Indonesia. Besides, it has been taught at kindergartens and elementary schools now days. This is done in order that Indonesian students can communicate in English and do not have any difficulties in transferring the science and technology coming from foreign countries, because most scientific books are written in English. However, the result of the teaching of that language is still considered unsatisfactory. It can be seen from the graduates of Junior High(Depdiknas, 2013).

School who are still very poor at using the language.says that it does not mean that the result of teaching English in our schools is satisfactory, despite the fact that is taught continuously for six years at the high school, three years at the Senior High School and three years at the Senior High School (Ramalen, 2014).

Based on the statement above, it can be concluded that the students' English mastery of Senior High School level is not satisfied yet. Furthermore, in English, there are four language skills; speaking, listening, writing, and reading. Besides, there are language components such as structure, pronunciation, and vocabulary. One the skills that must be mastered by students is reading because by reading someone gets many information (Erlidawati, 2018).

Reading is the basic skill that is closely related to other skills such as writing, speaking, and listening. Students are required to read and understand the reading material in order to achieve better result in learning process. According to reading can be taught as a way to draw information from text and to form an interpretation of that information. It means reading is also a gateway for students to get information and knowledge in educational process (Alyousef, 2015).

Next, reading is one of the complex ways in learning English. It is a kind of activity to comprehend the writer's ideas or the way the writer communicates with the

readers by way of the written or printed word states that reading is important for everybody in order to cope with new knowledge in the changing world of technological age. Teaching reading is the instantaneous recognition of various written symbols, simultaneous association of symbols with existing knowledge and comprehension of the information and communicative ideas. This statement implies that teaching reading is the combination of word recognition, intellect, and emotion interrelated with prior knowledge to master the message communicated (Heaton, 2015).

States that reading is taught from elementary school to university by using many kinds of method applied by English teacher. In Indonesia, teaching learning process still use teacher centered generally, it is usually makes students bored because the method is monotonous and the students are not active so it makes the learners get bored (Rafli, 2019). This condition also happened at SMA Negeri 1 Labuhan Haji thus the students got difficulties to comprehend reading text

When the researcher conducted a preliminary study at the school on December 3, 2022 till December 13, 2022, the information was gotten that the students' ability in mastering reading comprehension was low. Their average score in mastering reading comprehension was only 55 and it was smaller than standard score of the skill, the standard score of the skill was 70. It indicates that the students still get difficulties in mastering reading comprehension. Next, based on the interview with some students, the researcher found that they get difficulties in mastering reading comprehension because they were bored to follow the teaching and learning process of reading comprehension. Next, based on the field learning practice which was conducted for four months, the researcher that the teacher only asked the students to translate a text distributed and the teacher explained the text. Finally, the teacher asked them to answer the questions based on the text distributed individually.

Therefore, to improve the students' ability in comprehending reading text, the researcher is interested to implement group discussion method which is never used by the teacher in teaching and learning process before. Group discussion is one of the ways to make the teaching reading comprehension effective to make the students active thus they enjoy learning and they can improve their ability in mastering reading comprehension.

Group discussion is a discussion between a group of participants on a given subject. A group discussion typically forms a part of the selection process used by organizations and educational institutions. The candidates talk about the given topic to

present facts, opinions and conclusions. Employers use this technique to screen candidates and assess their soft skills (Glanes, 2014).

In group discussion method, students should study the rules of grammar, along with groups of words. The words that are put together based on the rules. Knowledge of the rules is more important than of application. This is no oral work or teaching and pronunciation. One of the advantages claimed for this method is that it can be classed as mental discipline. It easy to apply and does not require a teacher who is a fluent speaker of language. It is also simple to best and easy to control (Slavin, 2015).

Meanwhile group discussion is the perhaps the most fundamental reviewing techniques of all and it can also be the most difficult and the most unpredictable. When free following and lively discussion about shared experiences happen they often have a life of their own and need little or no extra facilitation. And discussion can be used to teach grammar and involve the daily activities. We make sure if the students are scarified in their life, the class will come alive. Group discussion into five kinds and they are: a) Structuring the group, b) Group leader, c) The role of the teacher, d) Duration and frequency, and e) Problems (Daiek & Anter 2014).

The use of group discussion in teaching reading comprehension is more successful than without group discussion because the students can help their problems one another. Next, one study by Nurul (2013) results that group discussion makes students motivated in learning English because they can cooperate to solve the problems in learning English. Besides, by learning cooperatively, they can help each other to find out the solution of problems in reading (Pamungkas, 2018)

States that the implementation of group discussion in speaking course can improve the students' speaking fluency. Next, the other researcher. State that there is a significant difference of reading achievement between the class whom is taught by using Small Group Discussion method and the class whom is taught by using conventional method. Furthermore, state that the students who are taught reading comprehension trough group discussion get better result. Thus, the use of group discussion in teaching and learning process of reading comprehension can increase the students' ability in mastering reading comprehension (Arisman & Haryanti 2018).

RESEARCH METHODOLOGY

The design used in this research is pre-experiment; onegroup:pretestposttest. Inthis design, there is one class; pre-test is conducted before treatment and post-test is

conducted after treatment. This treatment is made for experiment to determine the effects of a given treatment.

According to Sugiyono (2017), pre-experiment with one group; pre-test and post-test experimental design is to compare pre-test and post-test. Pre-test is conducted before treatment and post-test after treatment is conducted. The treatment is conducted in an experiment is to find the effect of a given treatment.

Next, Creswell in Sugiyono (2017) states that the search used an appropriate initial type with a pretest-posttest design in which there is a pretest given by the study to measure students' reading comprehension scores. Thus, the results of the two tests can be compared with the reading scores of students or students who were treated and after being given treatment.

Next, the research paradigm of one group: pre-test – post-test can be drawn in the following table.

Table 1. Research Paradigm

Pre-Test	Treatment	Post-Test
O1	X	O2

In which:

O1 : Pre-test is conducted before treatment

X : Treatment

O2 : Post-test is conducted after treatment

1. The Population and Sample

a. Population

According to Sugiyono (2017), a population is a whole of subject research, which a sample is a part of population. The population of this research is the tenth grade students of SMA negeri 1 Labuhan Haji in academic year 2022/2023. The total population is 175 students who are composed of six classes; class X IA¹, class X IA², class X IA³, class X IS¹, class X IS², and class XII IS³. Every class consisted around 30 students.

b. The Sample

Meanwhile sample is part of population that the writer takes as source of data in this study (Sugiyono, 2017). The sample of this research is the students of class X IA¹ which was taken purposively. The students of class X IA¹ was taken as the sample of this research because the students were active and enthusiastic than the students of the other classes. The class X IA¹ consisted of 28 students. Thus, the total sample was 28 persons.

Next, purposive sampling technique is a type of non-probability sampling that is most effective when one needs to study a certain cultural domain with knowledgeable experts within. Purposive sampling may also be used with both qualitative and quantitative research techniques (Sugiyono, 2017).

THE RESEARCH INSTRUMENT

This research used a test as the research instrument of this research. The test was used to know the students' ability in mastering reading comprehension. Meanwhile, the questionnaire used to know the students' respond toward the researcher's way in teaching and learning process.

Next, the test consisted of two test, which were pre-test and post-test. Pre-test consisted of 25 reading comprehension questions in multiple choice. Meanwhile, in the post-test, there were also 25 reading comprehension questions in multiple choice that were tested after students understand the material had been conveyed. The questions for the pre-test and post-test were different and the questions of the both tests were taken from the English book for the tenth grade which was publish by ministry of education. Furthermore, the experiment was carried out by applying group discussion. The time used in this lessons was 90 minutes/meeting.

The test is a series of searches or exercises that are used to measure the skills, knowledge, and talents of a person or group (Arikunto, 2016). In addition, Brown (2007) states that the test is a method for measuring a person's ability, performance, or knowledge in a particular treatment. In this research, researchers used tests to measure students' reading comprehension competence. Hence, the tests were divided into two types which were called pre-test and post-test.

a. Pre-test

The pre-test was a test that is distribute to participants before the instructions were presented. The pre-test was carried out at the first meeting to determine the the students' abilities in mastering reading comprehension before the treatment was carried out. In the pre-test, the researcher prepared questions to students about the reading comprehension. Students had 60 minutes to answer questions.

b. Post - test

Post - test refers to measuring students' abilities after being applied group discussion. In addition, in the post-test, the students were asked to answer the post-test questions within 60 minutes.

2. The Data Analysis

In this study, the writer applied quantitative data. Next, to know the different of the test success after through watching YouTube Channel Practical Psychology and to find out the differences between pre-test and post-test, the writer used the following formula suggested by Meltzer in Sugiyono (2017).

$$N - GS = \frac{O_2 - O_1}{MaxScore - pretest}$$

In which:

N-GS	= Gain Score
O2	= Average score of Post-Test
O1	= Average score of Post-Test
Max Score	= 100
Pre-test	= Average Score of Pre-Test

RESULT AND DISCUSSION

a.Result

After getting the data, the researcher calculates the average score of pre-test and posttest that was gotten by the students and to find out the average score, the writer calculates the data by using SPSS Version 23. The result of the calculation is shown in table 2 as follows:

Table 2. The Students' Average Score of Pre-Test and Post-Test

	Mean	N
Pre-Test	57.50	28
Post-Test	79.29	28

Table 2 shows that the students' average score of pre-test is 57.50 in mastering reading comprehension meanwhile the students' average score of post-test is 79.29 in mastering reading comprehension. The average score of pre-test is gotten before the students are given treatment. Meanwhile the average score of post-test is gotten after the students are given treatment. Furthermore, the students' average score of post-test is higher than the students' average score of pre-test. Thus, the students' ability in mastering reading comprehension after they are taught using by applying group discussion is better than before they are taught reading comprehension without applying group discussion.

Next, the researcher calculates the data of pre-test and post-test to find out if teaching reading comprehension to the students by applying group discussion is better

than without applying group discussion or teaching reading comprehension to the students without applying group discussion is not better than the common way.

The result of the calculation is presented in the following formula of difference between pre-test and post-test.

$$N - GS = \frac{O_2 - O_1}{MaxScore - pretest}$$

$$GS = \frac{79.29 - 57.50}{100 - 57.50}$$

$$GS = \frac{27.79}{42.50} = 0.65$$

Based on the statistical analysis, it is found that the N-Gain Score (GS) score is 0.65. It means there is a difference between the students' ability in mastering reading comprehension before they are taught reading comprehension without applying group discussion and after they are taught reading comprehension by applying group discussion and the difference is 0.65 points or 65%. Therefore, the students' ability in mastering reading comprehension increases 0.65 points or 65% after they are taught by applying group discussion.

Furthermore, the N-Gain score is related to the category based on the N-Gain score in percentage and the category is presented in the following table.

Table 3. Category of N-Gain Effectiveness Interpretation

Percentage (%)	Interpretation
< 40	Low
41 - 55	Less
56 - 75	Sufficient
> 76	Effective

Source: Hake, R.R. in Sugiyono (2017)

Based on the table, it can be stated that the effectiveness of using group discussion in reading comprehension instruction is effective enough because the N-Gain score is 0.65 and it is in sufficient/effective enough. Next, it can be concluded that the use of group discussion is effective enough in teaching reading comprehension. In the other words, it can be stated that the tenth grade students of SMA Negeri 1 Labuhan Haji who are taught reading comprehension by using group discussion get better result than those who are taught without using group discussion.

In addition, the frequency score of the pre-test is presented in the following table.

Table 4. Frequency Score of Pre-test

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 48	1	3.6	3.6	3.6
50	1	3.6	3.6	7.1
52	7	25.0	25.0	32.1
54	2	7.1	7.1	39.3
56	2	7.1	7.1	46.4
60	12	42.9	42.9	89.3
68	2	7.1	7.1	96.4
72	1	3.6	3.6	100.0
Total	28	100.0	100.0	

Table 4. shows the that 1 student (3.6%) get score 48, 1 student (3.6%) gets score 50, 7 students (25%) get score 52, 2 students (7.1%) get score 54, 2 students (7.1%) get score 56, 12 students (42.9%) get score 60, 2 students (7.1%) get score 68, and 1 student (3.6%) gets score 72.

Base on the description, the researcher concludes that the most students get score 60 in mastering reading comprehension before they are taught reading comprehension by applying group discussion. Next, the researcher presents the frequency score of pre-test in the following histogram.

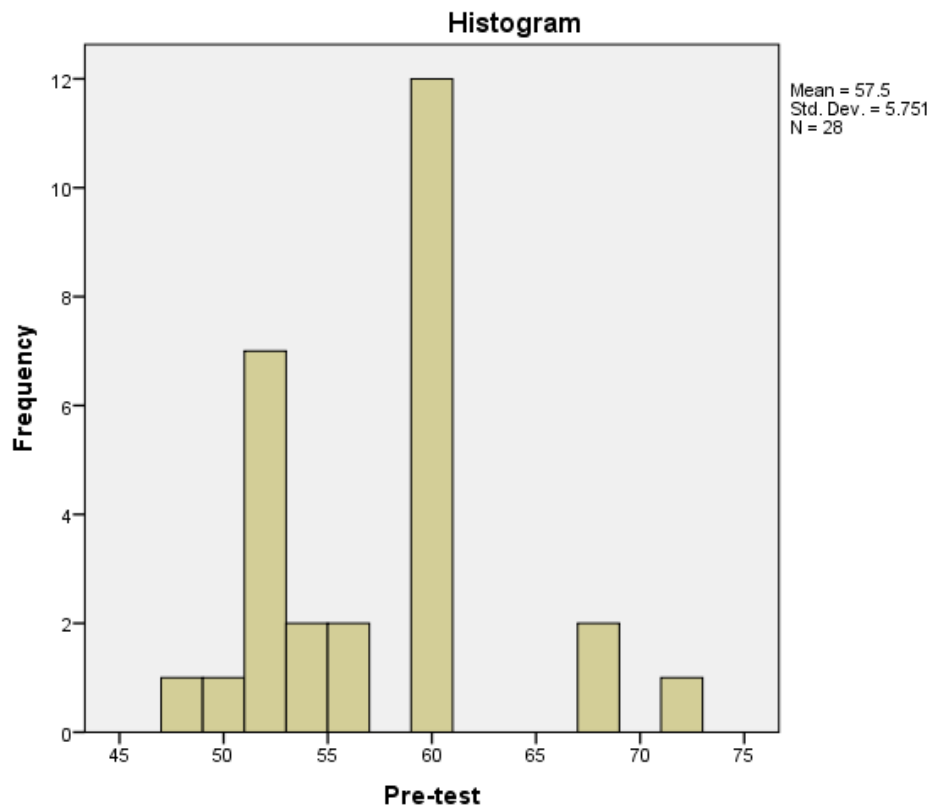


Figure 1. Histogram of Pre-Test

Next, the frequency score of the post-test can be presented in the following table.

Table 5. Frequency Scores of Post-Test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	70	2	7.1	7.1	7.1
	76	9	32.1	32.1	39.3
	80	11	39.3	39.3	78.6
	84	4	14.3	14.3	92.9
	88	1	3.6	3.6	96.4
	92	1	3.6	3.6	100.0
Total		28	100.0	100.0	

Table 5. shows that 2 students (7.1%) get score 70, 9 students (32.1%) gets score 76, 11 students (39.3%) get score 80, 4 students (14.3%) get score 84, and 1 student (3.6%) gets score 88, 1 student (3.6%) get score 92.

Base on the description, the writer concludes that the most students get score 80 in mastering reading comprehension before they are taught reading comprehension by applying group discussion. Next, the researcher presents the frequency score of pre-test in the following histogram.

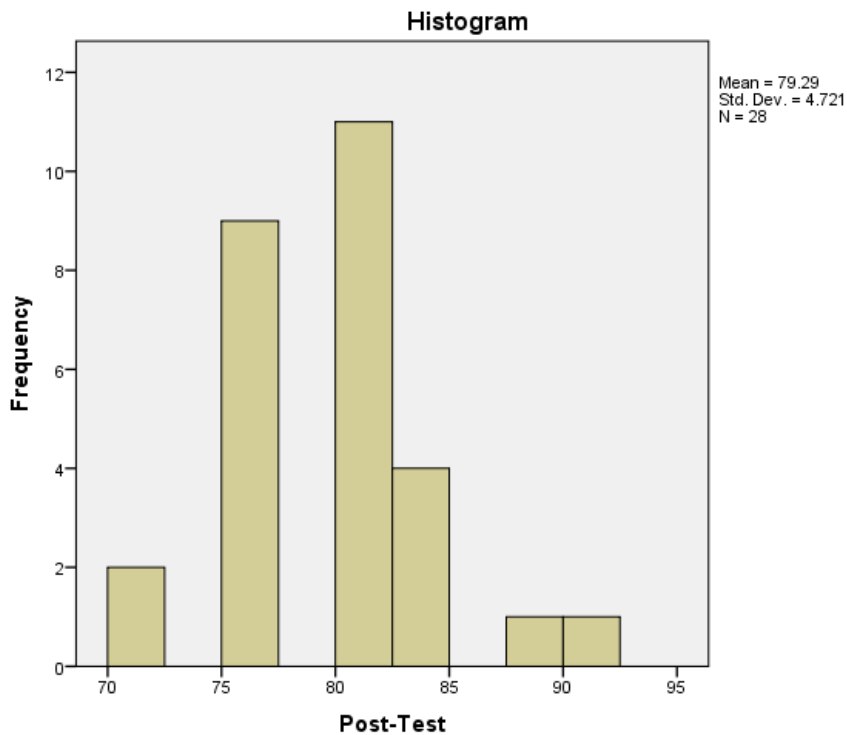


Figure 2. Histogram of Post -Test

b. Discussion

Pre-test must be conducted to know the students' ability in mastering reading comprehension before the students are taught reading comprehension by using group discussion. The result of pre-test is important to know the students' ability in mastering reading comprehension before they are given a treatment. Next, since the design used one sample; pre-test and post-test thus pre-test must be given to the students before conducting experiment. Furthermore, the result of pre-test shows that the students' average score is 57.50. Meanwhile, the students' average score of post-test is 79.29. Thus, the students' average score in mastering reading comprehension before treatment is 57.50. It is not very satisfying and it is lower than standard score of reading skill of the school. The standard score of reading skill is 70. Meanwhile after they are taught reading comprehension by applying group discussion, the students' average score in mastering reading comprehension is 79.29. Thus, the students' average score in mastering reading comprehension increases and the increase is about 21.79 points.

Next, based on the statistical analysis, it is found that the Gain Score (GS) score is 0.65. It means there is a difference between the students' ability in mastering reading comprehension before they are taught reading comprehension by applying group discussion and after they are taught reading comprehension by applying group discussion and the difference is 65%. Therefore, the students' ability in mastering reading comprehension increases 65% after they are taught by applying group discussion.

Next, it can be concluded that teaching reading comprehension by applying group discussion is better than without applying group discussion. In the other words, it can be stated that the tenth grade students of SMA Negeri 1 Labuhan Haji who are taught reading comprehension by using group discussion get better result than those who are taught without using group discussion.

Furthermore, the frequency score of the pre-tests shows that 1 student (3.6%) get score 48, 1 student (3.6%) gets score 50, 7 students (25%) get score 52, 2 students (7.1%) get score 54, 2 students (7.1%) get score 56, 12 students (42.9%) get score 60, 2 students (7.1%) get score 68, and 1 student (3.6%) gets score 72. Thus it be concluded that the most students get score 52 in mastering reading comprehension before they are taught by applying group discussion.

While, the frequency score of the post-tests shows 2 students (7.1%) get score 70, 9 students (32.1%) gets score 76, 11 students (39.3%) get score 80, 4 students (14.3%) get

score 84, and 1 student (3.6%) gets score 88, 1 student (3.6%) get score 92. It can be concluded that that the most students get score 80 in mastering reading comprehension after they are taught by applying group discussion.

In addition, there is a novelty of this research and the novelty is the use of group discussion is a new method which is effective to be used in teaching reading comprehension to the tenth grade students of SMA Negeri 1 Labuhan Haji. Besides, the design used in this study is experimental research. Meanwhile, the previous researchers who conducted a research about applying group discussion in teaching reading comprehension by using classroom action research design meanwhile the researcher uses pre-experimental research with one group; pre-test and post-test design.

CONCLUSION

The tenth grade students of SMA Negeri 1 Labuhan Haji who are taught reading comprehension by using group discussion get better result than those who are taught without using group discussion. There is a difference between the students' ability in mastering reading comprehension before they are taught reading comprehension by using group discussion and after they are taught reading comprehension by using group discussion the difference is 65%. It is proved by the result of N-Gain Score calculation and the result calculation is 0.65. Therefore, the students' ability in mastering reading comprehension increases 65% after they are taught by using group discussion. The tenth grade students' ability of SMA Negeri 1 Labuhan Haji is not good category because their average score is 57.50 before they are taught by applying group discussion. Their ability in mastering reading comprehension is not satisfying. The tenth grade students' ability of SMA Negeri 1 Labuhan Haji is good category because their average score is 79.29 after they are taught by applying group discussion. Their ability increases 21.79 points after they are taught by applying group discussion. Thus, teaching reading comprehension to the grade students of SMA Negeri 1 Labuhan Haji by applying group discussion is successful because the students' ability in mastering reading comprehension increases.

REFERENCES

- Alyousef, H.S. (2015). Teaching Reading Comprehension to ESL/EFL Learners. *Journal: www.readingmatrix.com/articles /alyousef/article. The Reading Matrix Vol.5, No.2, September 2015*
- Daiek & Anter (2014). *Critical reading for college and beyond*. New York : Mc Graw- Hill.
- Depdiknas. (2013). *Kurikulum Berbasis Karakter (K13)*. Jakarta: Balitbang Departemen Pendidikan Nasional.

- Erlidawati, S. (8). The Effect of cooperative integrated reading and composition on reading comprehension of IAIN Ithokseumawe. *Indonesia Advances in Language and Literary Studies*, 9(4), 153-160.
- Galanes, A, B. (2014). *Effective Group Discussion: Theory and Practice*. New York: Mc Graw-Hill
- Heaton, J.,B. (2015) *Teacher's dictionary of Reading Skill Aids and Materials*. New York: Perker Publishing Company, Inc. West Nyack.
- Ministry of Education and Culture. 2016. *Bahasa Inggris Untuk Kelas X*. Jakarta: Balitbang Departemen Pendidikan Nasional.
- Nurul, A. (2013). *Teaching Reading Comprehension by Using Group Discussion*. Thesis. Unpublished. Yogyakarta: Universitas Negeri Yogyakarta
- Pamungkas. (2016). *The Effectiveness of Small Group Discussion to the Eleventh Grade Students' Reading Comprehension of SMA Negeri 1 Durenan in Academic Year 2015/2016*. Unpublished Thesis. Kediri: University of Nusantara PGRI.
- Rafli, Z. (2019). Learning Method and Teaching Material of plus Curriculum in the Madrasah Aliyah Darul Ulum, Banda Aceh: An Ethnographic Study. *Advances in Language and Literary Studies*, 10(3), 48-54.
<http://dx.doi.org/10.7575/aiac.all.v.10n.3p.48>
- Ramelan. (2014). *Teknik Pembelajaran Keterampilan Berhasa beserta Aspek-aspek Bahasa*. Jakarta: Bulan Bintang.

REFERENCES

- Rianto, W., I. (2018). Using Group Discussion to Improve students' speaking Fluency. *Journal of English for academic and specific purposes (JEASP)*, Vol 1, No. 1 (2018)
<https://ejournal.uinmalang.ac.id/index.php>
- Richard & Schmidt. (2013). *Beginning to Read Thinking and Learning*. Cambridge Mass: MIT Press
- Rizal, A., & Irda S., H. (2018). Using Group Discussion To Improve Students' Reading Achievement on Narrative Text . *English Community Journal* by <http://jurnal.um-palembang.ac.id/index.php/englsih> community is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License.
- Robert E. Slavin. (2015). *Cooperative Learning: Teori Riset dan Praktek*. Bandung: Nusa Media.
- Rubin, S. (2018). *Developing Reading Comprehension*. New York: International Reading Association.
- Sugiyono. (2017). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, kualitatif, dan R&D*. Bandung: Alfabeta