



## THE TEACHING OF READING COMPREHENSION BY USING A SMALL GROUP DISCUSSION (SGD) AT THE FIRST YEAR STUDENTS OF SENIOR HIGH SCHOOL

Jihan Harfina Christianti<sup>1</sup>, Dian Arief Pradana<sup>2</sup>, St. Shabibatul Rohmah<sup>3</sup>  
<sup>1,2,3</sup>Faculty of Teacher Training and Education, Universitas 17 Agustus 1945, Banyuwangi

Email: [dianariefpradana.dap@gmail.com](mailto:dianariefpradana.dap@gmail.com)

### ABSTRACT

The purpose of this study was to determine whether the use of discussion methods in small groups contributed to significant improvements in students' reading comprehension. In this study, we used X IPA 1 with 36 students as a sample. A one-group pretest-posttest design is used in this study. The results showed that using small group discussion techniques improved students' reading comprehension. Students averaged 68.8 on the pretest and 72.2 on the posttest. The outcome of the Independent Samples T-Test used in hypothesis testing serves as evidence. The significant value is less than 0.05 ( $0.00 < 0.05$ ), indicating a significant difference in the results of this study. As a result, the research hypothesis is accepted. This shows that the small group discussion approach to teaching and learning in SMAN 1 Rogojampi is very effective in improving students' reading comprehension.

*Keywords: Reading Comprehension, Reading Skill, Small Group Discussion*

### 1. INTRODUCTION

One of the receptive skills of English is reading. Receptive skills are how people interpret what they see and hear in communication (Harmer, 2001). In learning, reading can help students understand written expressions. Students can learn a lot through reading, discover facts, and even find solutions to problems. According to Gillet et al (2012), knowledge construction is a reading and learning phase. Therefore, reading can bring a variety of information to students and broaden their horizons. Moreover, reading is a learning tool that is constantly used in classroom activities.

Middle school students should be able to read a variety of English course materials. Junior high school students typically complete assignments by reading quickly until they come across a term they don't understand. If you don't understand the meaning of the text, skip the word and move on to another sentence or part. In practice, students need information to understand the text they are reading. Students who do not read extensively have difficulty mastering new material and therefore receive lower scores.

Comprehension is usually closely related to reading. The Texas Reading Initiative (2002), cited by Yulisa Putri (2013), states that understanding or deriving meaning from written text is the goal of reading. Similar to L.A. Hill (1998), he argued that reading comprehension is an important component of reading comprehension, emphasizing comprehension, generating ideas, and obtaining information while performing focused tasks. Reading comprehension is very important because it shows that the reader understands what they read.

Reading comprehension is the reader's ability to understand a printed work or written text in order to understand the author's intent (Harida, 2017). Reading ability is one of the language skills that English learners must achieve. Moreover, this is one of the most important skills for students. Students can learn new phrases by reading. For example, imagine a student reading a book in an English-speaking country. When students read a book and come across a term they don't

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understand, they look up the definition in the dictionary. Understanding is the heart of reading, and reading is the process of acquiring information. If the reader does not understand what they read, this is meaningless and indicates they do not understand what they read (Harida, 2017). Readers should understand and understand the main idea of what they are reading. Readers can use different strategies, methods, or approaches to improve their reading comprehension.

The teaching methods used in the classroom also affect students' reading comprehension. Teaching should be fun. According to Moedjiono and Dimiyati (2013), the educational process includes students, teachers, themes, methods, media, assessment, and learning goals. These are called teaching process components. From these components we can conclude that one of the elements of the educational process is the teacher. Because she is a doer, she can develop creative teaching methods to promote reading comprehension. The use of methods is another factor that can contribute to a comfortable teaching environment in the classroom. It supports a comfortable teaching and learning process and ensures a better end result for students.

Researchers are encouraged to try to implement techniques in reading instruction, discussions to encourage student participation and improve the classroom environment. This method can encourage students to participate more actively and manage the classroom environment in a way that is conducive to learning. You can combine small group discussion techniques to help your students become better readers and thinkers. Small group discussions that allow students to communicate with their peers are a learning strategy that involve students more deeply in the teaching and learning process, Djamarah (2006). Groups are formed to improve Additionally, students learn how to solve problems, communicate effectively, build teamwork, and improve their participation in decision-making.

By discussing the text's implicit information and resolving its complex meaning in small groups, the small-group discussion method enables learners to overcome reading comprehension problems. The group will then answer the questions. In addition, discussions in small groups help students worry less about their reading comprehension because they can discuss problems more easily with their groupmates. helps you read the book more thoroughly so you can get the gist of it until you complete the task. According to Mac. key-on, etc. (2012), classroom discussion is essential for improving reading comprehension. Students deepen their understanding through classroom discussions where they negotiate meaning among themselves. Students who participate in such discussions actively participate in extracting meaning from the text. Further, according to Bormann (1996), a small group discussion consists of her three or more people working together to complete a well-defined task or achieve a common goal.

However, reading comprehension is a challenge for students at SMAN 1 Rogojampi Vocational High School, regardless of their intelligence or ability level. According to English teachers, students struggle to understand English texts, identify concepts, and make sense of what they are reading. The teacher explained why. First, students lack the vocabulary necessary to fully understand the text. Second, the techniques used are not effective in meeting student needs. Third, many students are less involved in the learning process.

The purpose of this article is to explain how the implementation of SGD can significantly improve the reading comprehension of students at a vocational high school in SMAN1 Rogojampi.

## **2.METHOD**

The researchers employed experimental research techniques to conduct this study. The study design used prior to this experiment was an experimental design (one-group pre-test and post-test). L.R. Gay (2000) stated that this design included one group, he pre-test (O1), treatment (X), and post-test (O2). John W. Creswell (2008) pre-testing provides a measure of attributes or characteristics to assess in experimental participants prior to receiving treatment. A post-test is a measure of an attribute or trait assessed for study participants after treatment.



O1	X	O2
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O1 : Pretest  
X : Treatment n  
O2 : Posttest

Class X IPA 1 SMAN1 Rogojampi academic year 2021/2022 served as a research sample. The total sample size was 36 of his students. We collected data using pre-test and post-test methods. Students completed a pre-test before the study began. Students were then given a post-test after learning using small group discussions.

### 2.1.Pretest

The first step in data collection was conducting pre-tests. A pre-test specifically for X-class IPA 1 students, at his 3<sup>rd</sup> meeting of teacher training. The pretest questions consist of 20 multiple-choice questions that measure students' reading comprehension. All pre-test questions are from the teacher taken from the curriculum.

### 2.2.Treatment

Treatment consisted of small group discussions during learning activities. A teacher and a researcher formed a group of nine students. They learned to read stories together. Teachers and researchers asked several questions about the texts students read. They try to find answers by talking to their peers. This small group discussion took place in two sessions.

### 2.3.Posttest

Post-tests are run in the final session. Students receive her 20-item questionnaire. Test tasks are the same as pretests. The teacher will explain the purpose of the test and give instructions as in the first session.

For test validity, a programmatic measure of test material content validity was used by researchers to determine test validity. Content validity is beneficial when testability is known and obvious (Creswell, 2012). This means that the practical effectiveness of the test can be determined by seeking help from the school's English teachers who are experts in the field. This method should provide a syllabus-based test.

Then, analyze the pre-test and post-test results using t-tests, and analyze the significant differences between pre-tests and post-tests using t-tests (two-tailed t-tests).

## 3.RESULTS AND DISCUSSION

Table 4.1 below provides an overview of the pre-test and post-test results. One represents the student number, two the results of the pretest, and three the results of the post-test. The acquired score, which is determined by deducting the pre-test score from the post-test, is displayed in column four of the table as a final result.

**Table 4.1. Students' Score**

Students	Pretest	Posttest	Gained Score
1	65	75	10
2	70	70	0
3	75	75	0
4	75	80	5
5	60	70	10
6	50	65	15
7	75	80	5
8	80	80	0

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9	70	80	10
10	60	65	5
11	55	65	10
12	60	70	10
13	65	70	5
14	55	60	5
15	75	75	0
16	60	70	10
17	80	80	0
18	70	75	5
19	65	75	5
20	65	65	0
21	70	80	10
22	65	70	5
23	50	60	10
24	65	65	0
25	70	70	0
26	80	85	5
27	75	75	0
28	70	80	10
29	70	75	5
30	65	70	5
31	65	75	10
32	70	70	0
33	65	70	5
34	65	75	10
35	70	75	5
36	60	60	0
<b>SUM</b>	2405	2600	190
<b>MEAN</b>	66,8	72,2	5,27

The highest gained score is 15, while the lowest is 0, based to the table above. This shows that no student's post-test result is lower student's pretest. Based on these results, the data is examined using a t-test and p-value to determine whether there was a significant difference between the students' performance before and after this style of instruction.

**Paired Samples Correlations**

	N	Correlation	Sig.
Pair 1 P PRETEST & POSTEST	36	.922	.000

The table above also shows a significance value of 0, lower than 0.05, suggesting that there is a correlation between pretest and posttest.



## Paired Samples Test

		Paired Differences							Sig. (2tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	
					Lower	Upper			
air 1	PRETEST - POSTTEST	-5.417	4.371	.729	-6.896	-3.938	-7.435	35	.00 0

A paired-samples t-test gives the sig. (two-sided) is 0 and less than 0.05. It can be concluded that there is a significant change in scores between the pre-test before the intervention and the post-test after the intervention. This means that small group discussions can have a big impact on improving student performance.

Based on the test, if the T score is greater than the T table, then  $H_a$  (use of SGD has a significant impact on student's reading comprehension) is accepted and  $H_0$  (student's reading comprehension) is rejected. As a result, the average score after the test was higher than the average score before the test. The pre-test average score was just 66.8, but the post-test average score was 72.2. In addition, the researcher's analysis of the paired-sample t-test revealed a P-value of 0 ( $P < 0.05$ ), indicating a strong correlation between the method used and the student's results. Therefore, we can say that this approach can improve students' understanding of reading comprehension. Similar to Putri (2019), we found that using small group discussion techniques improved student reading comprehension. Similar research has been conducted several times. Siregar (2020) examined the effectiveness of small group discussions with high school students. Using two classes, assign samples to her two groups, an experimental group and a control group. The experimental group received treatment, but the control group did not. The results show that the test group scored significantly higher than the control group. This study differs from her Siregar study in that it examines only one group, whereas her study is a controlled experiment that includes both control and experimental groups. Demonstrate and demonstrate the effectiveness of small group discussion methods for improving student reading comprehension.

## 4.CONCLUSION AND SUGGESTIONS

### 4.1.CONCLUSION

Researchers conclude that using small group discussion is effective in teaching reading, based on research conducted in SMAN 1 Rogojampi. The student mean was 66.8 pre-transplant and 72.2 post-transplant. Determining the P-value using a paired t-test analysis accepts the alternative hypothesis and consequently rejects the null hypothesis. It can be seen that the P-value is 0 ( $P < 0.05$ ). In summary, we can conclude that the small group discussion method is effective in improving students' reading comprehension.

### 4.2.SUGGESTIONS

With reference to the above conclusions, the researchers recommend the following suggestions.

- 1) SMAN1 Logo Jumpi Suggestions for English Teachers. First, the small group discussion method can greatly improve students' ability to write simple sentences, so teachers should use it in writing classes to develop students' comprehension and writing ability. b) In order for students to improve in all aspects of writing, teachers need to focus on other aspects as well as content. 2) Suggestions for Additional Researchers. a) I would say that there is some research on how to conduct small group discussions and how to implement them in writing simple sentences. Therefore, further research may apply this strategy in teaching advanced simple writing. b) The

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small group discussion method requires students to share and discuss their writing results in groups with their classmates. Further research could use this strategy to conduct more specific investigations on specific types of texts. B. Instructions to execute, etc.

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