SMALL GROUP DISCUSSION IN TEACHING READING COMPREHENSION OF NARRATIVE TEXT

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Abstract

Eight grade students have difficulty in understanding the reading of narrative text. The objective of this study was to find out how the Small Group Discussion learning model can be used to improve reading comprehension of narrative text in eighth grade students of MTs Darul Falah Tambakromo Cepu. Research data were collected through the following instruments: Observation, Test, and Questionnaire. The subjects of this study were 25 students from the eighth grade of MTs Darul Falah Tambakromo Cepu in the 2021/2022 academic year. The results of this study indicate that the use of the Small Group Discussion learning model in teaching reading comprehension is very effective in helping students improve their reading skills in narrative text. The mean score of students in the pre-test was 68.8, the post-test I was 75 and the post-test II was 78.4. Then the results of the 10 positive and 10 negative questionnaires were 67.32. In conclusion, cooperative learning with the Small Group Discussion model can improve students' reading comprehension in narrative text and can also increase students' motivation and participation.

Keywords: Reading Comprehension, Narrative Text, Cooperative Learning, Small Group Discussion

Abstrak

Siswa kelas VIII memiliki kesulitan dalam memahami suatu bacaan teks naratif. Tujuan penelitian ini adalah untuk mengetahui bagaimana model pembelajaran Diskusi Kelompok Kecil dapat digunakan untuk meningkatkan pemahaman membaca teks naratif pada siswa kelas delapan MTs Darul Falah Tambakromo Cepu. Data penelitian dikumpulkan melalui instrumen sebagai berikut: Observasi, Tes, dan Angket. Subjek penelitian ini adalah 25 siswa dari kelas delapan MTs Darul Falah Tambakromo Cepu tahun ajaran 2021/2022. Hasil penelitian ini menunjukkan penggunaan model pembelajaran Diskusi Kelompok Kecil dalam pengajaran pemahaman membaca sangat efektif untuk membantu siswa meningkatkan keterampilan membaca mereka pada teks naratif. Nilai rata-rata siswa pada pre test adalah 68,8, pada post test I adalah 75 dan pada post test II adalah 78,4. Kemudian hasil angket dari 10 angket positif dan 10 angket negatif, adalah 67,32. Kesimpulannya pembelajaran kooperatif model Diskusi Kelompok Kecil dapat meningkatkan pemahaman membaca siswa dalam teks naratif dan juga dapat meningkatkan motivasi serta partisipasi siswa.

Kata kunci : Pemahaman Membaca, Teks Naratif, Pembelajaran Kooperatif, Diskusi Kelompok Kecil

BACKGROUND OF THE STUDY

Reading skills are very important for students both during their education at various levels of school types or outside of school and even until they work in the community. Reading skills are basic skills that must be mastered by students in participating in all activities in the learning and teaching process. The success of the English teaching and learning process is determined by the number of students' participation in teaching and learning participating , the more active students are in participating in learning, the more successful the teaching and learning process will be and without student achievement activities will not give better results.

Levin (1996) explains that teachers in carrying out teaching and learning activities in the classroom tend to take place conventionally or use traditional teaching strategies. From a conventional point of view, it shows that the average high school student still has problems learning to read English because the teaching and learning process in the classroom is mostly teacher-centered, so that such conditions make students feel bored and lazy in receiving lessons. Therefore, the teacher must create a method that can make students active and more enthusiastic in class.

In teaching reading comprehension, the teacher should have several strategies to gain the better reading comprehension. So that students are expected to have a good understanding of the reading text. The right strategy can affect students in psychological and physical aspects. Cooperative and attractive reading strategies can help increase students' interest, motivation, confidence, and reading comprehension (Fitrawati:2007).

In conclusion, many of the student problems in the discussion above are caused by inappropriate or less effective reading strategies applied by the teacher. According to Carrel (2007), to make students active and involved in reading activities, it is necessary to teach various strategies and variations in reading so that they are not monotonous and of course very easy to understand.

Narrative text is a text that tells of events or events that usually happened in the past. Which emphasizes the chronological order of events, events and problems in the past (Yenti: 1999). Still wanting to convince the reader of what the writer saw and knew, the writer said, "I tell you this fact and describe it as I see it and I know it".

The function of this text is to entertain and deal with actual or representative experiences in a different way or reconstruction of events that have already occurred (Gerot and Wignell:1995). In narrative text, significant lexicogrammatic features use past tense, material process, relational process, mental process and temporal conjunction. The focus is on the participants (what they do and what happens to them and uses specific references).

Based on the theories above, the researcher assessed the students' reading comprehension of narrative texts by considering their indicators, such as (1) identifying general ideas and topics (2) identify the main idea of the paragraph, (3) identify ideas that are not stated in the text, (4) identify details and specific information such as word meanings, references and transitions, and (5) identify generic structures including orientation, complications, resolution and re-orientation (optional).

One of language learning strategies is small group discussion. It is a strategy of language teaching in which the teacher divides a class into small groups. The group can be labeled as group A, B, C, D and so on. They discuss the tasks, homework, individual working, decide the meeting schedule, select the leader of group, discuss about responsibilities, correct the error tasks, make the planning of work, sharing story etc.

According to Borchers (2007), small group activities require students to take an active, provocative, and exciting role. This means that all members of the small group discussion must be active, share ideas, and interact with each other during the discussion. All students are involved in the activities while the teacher monitors them in doing the activities and helps them if needed.

If one student cannot understand the main idea of the paragraph in reading narrative text, the other students can help their friend. Through small groups students can enjoy learning English. In addition, in order not to be embarrassed if they make mistakes in small group discussions, the teacher must act as a facilitator. He must facilitate whether students have problems in small group discussions or not and never blame the students, but the most important thing is that the teacher must be a good guide by overcoming the problems of existing students.

It is necessary to investigate the effectiveness of using Small Group Discussion model in order to know how to make Small Group Discussion model can improve students' reading comprehension in narrative text. Finally, Smart Group Discussion is potentially motivating, stimulating, empowering and challenging it usually result in building students confidence, self-esteem, and autonomy as well as improving students language skill, content learning, and cognitive abilities.

The target of this research is the improvement of the students reading comprehension which is indicated by their reading score that reaches at least 75. Related to the phenomenon above, in this researches the researcher would like to conduct a research and titled "Improving Reading Comprehension of Narrative Text through Small Group Discussion at the Eighth Graders of MTs Darul Falah Cepu In The Academic Year 2021/2022".

RESEARCH METHODOLOGY

This study uses a collaborative approach. This method aims to find problems that students face in the learning process in order to improve their reading skills. Researchers and staff worked together to identify obstacles and weaknesses in the education and learning process, identify problems, and plan and implement countermeasures. The researchers and employees then evaluated, considered, and discussed the measures implemented. In this Classroom Action Research (CAR), researchers performed two cycles to collect data. In this study, researchers applied four phases are planning, action, observation, and reflection.

This research was conducted on March 21th - April 23th at 08.10 – 10.20 am in MTs Darul Falah Tambakromo Cepu. The researcher was interested in conducting the research in this school because the students had to heterogeneous background and character. They had different ability in learning English. So, the researcher tried to implement SGD modelled –

cooperative learning in order to get motivation by implementing this model, they could study together with their friends, open mind and give idea with the others student and teacher.

The subject of this research was students at eight graders in MTs Darul Falah Tambakromo Cepu. This class consists 25 students. 12 are females and 13 are males. The researcher only chooses this class because according to the English teacher of this class there were some students got difficulties to read and understanding narrative text in English. They still find it difficult to determine the main idea or main sentence in a paragraph. So, the students of VIIIA class would become source to know the implementation of SGD modelled – cooperative learning in reading comprehension on narrative text.

Data collection techniques that in used are test and questionnaires. The learning outcomes scores can be shown from pre-test to post-test. Students' interesed can be shown from questionnaires. To find out the average student score, the researcher used the following formula: $\acute{x} = \dfrac{\sum x}{n}$

Formula description:

x　　: Mean of students score

$\sum$x　: Total of individual score

n　　: Total of all students

After that, the researcher tried to get the class percentage which passed the Minimal Mastery Level (KKM) considering English subject gained score 75 at MTs Darul Falah Cepu. The formula is:

$p = \dfrac{F}{N} x 100\%$

p　　: The class percentage

F　　: Total percentage score

N　　: Total of all students

In another hand, after finding the students' mean score. The researcher will identify whether students' ability is increase in reading narrative text. From the pre-test up to post-test 1 in cycle 1, and post-test 2 in cycle 2. The researcher using formula below to analysed the data.

$p = \dfrac{y1 - y}{Y} x 100\%$

p　　: Percentage of students' improvement

Y　　: The result of pre test

y1　　: The result of post test 1

$p = \dfrac{y2 - y}{y} x 100\%$

p　　: Percentage of students's improvement

y　　: The result of pre test

y2　　: The result of post test 2

And then, to know that the cumulative score that the students got through the questionnaire, the researcher uses formula : $\acute{x} = \dfrac{\sum x}{n}$

Formula description :

$\acute{x}$　　:Cumulative score of Questionnaire

$\sum x$　: Total of individual score

n　　: Total of all students

This research can be considered success when they have achieved the criteria of action success. The target of the analysis data:

1) 75% of students get assignment score ≥ 75 from result collected work.

2) 75% of students Interested in english lesson. This is done with giving Questionnaire of interest to students. Then, students can fill in accordance with the flow the question given.

RESULT AND DISCUSSION
A. Before Implementing CAR

This research was conducted in class VIIIA of MTs Darul Falah Cepu in the academic year 2021/2022 in the even semester (II). There are 25 students in Class VIIIA of MTs Darul Falah Cepu. Including 12 are females and 13 are males with English teacher Mrs. Siti Khoiriyah S.Pd. The implementation of this CAR coefficient is carried out over 2 cycle every cycle is 2 meeting, the first cycle was held on 21th March-28th March 2022. The second cycle was held on 9th April - 23th April with a test duration of 2 hours x 35 minutes.

Before implementing the action research, the researcher had done preliminary study to know the detail condition of the class that would be researched. There are pre observation and pre test. Those explanation as following :

1. Pre Observation

Pre observation was done to observe the process of teaching learning in reading activity before implementing the action. The pre observation was held on 19th March started at 09.35 and finished at 10.45 A.M. It was held at VIII A of MTs Darul Falah in academic year 2021/2022. At that time, the researcher observing the teaching learning process in the classroom, the teacher explained the reading passage material to the students based on textbook that served by the school. And then, the teacher read the text and then directly translating the text into Indonesian language and the students write the translation in their book. Next, the teacher explained the form of grammar based on the text. Last, the teacher gave assignment to the students related to the text. The students did their works in long time and they did not concentrate with the material because some of students annoying other students who focus on the material.

Sometimes, the teacher walked around and helps the students' difficulties. Next, the teacher asked them to perform their work in front of the class by writing the answer on the board and the teacher asked them to continue their task at home.

Moreover, the teacher talked too much when the teacher taught the material. So, it made the students did not get opportunity for the students to be active in the class. These cases made the students did not want to pay attention to their teacher, because they just sit and listen to their teacher until the instruction from their teacher. It became, the students lazy to learn reading comprehension.

2. Pre Test

The Pre Test was conducted on 21th March. It started at 8.10 A.M. It consisted 25 students in the class.

Based, on the result of pre test, the data showed that the mean of pre test score was 68,8 or 52% from 25 students, there were only 13 students who get the score above KKM meanwhile the other 12 students below that criterion. The lowest score was 50. So, it can be analyze that almost students' reading comprehension of VIII A was still low.

B. Small Group Discussion in Teaching Reading Comprehension

According to Fitrawati (2007), in teaching reading comprehension, the teacher should have several strategies to gain the better reading comprehension. The strategies are :

    a. Pre-Reading Phase

       This phase functions to tap students background knowledge and to provide students with new information that will help them comprehend the passage.

    b. Whilst-Reading Phase

The primary purpose of whilst reading phase is to facilitate the actual reading of the selected passage.

c. Post-Reading Phase

Post-reading is useful to prepare students for what they read through pre-reading phase, students need to follow up on what they have read through post-reading phase.

C. Situation in Each Cycle

During cycle 1, the researcher accumulated data from multiple pieces of data such as observation result, questionnaires result, the score of pre-test, post-test 1, post-test 2, and some documentation photographs. The research results include the improvement of the students' reading comprehension and the improvement of classroom situations.

Based on the information above, the researcher concluded that teaching reading using Small Group Discussion made students more active, motivated, and enjoy the teaching and learning process. By implementing SGD model in teaching reading can improve students to comprehend narrative text.

D. After Implementing CAR

1. The Result of Post Test

To compare the test result between pre test and post test of each cycle, the researcher uses some steps. Those are calculating the students mean score of the test, calculating the class percentage, and calculating the students' improvement score from pre test to post test 1 and post test 2 into percentage.

The process of getting the mean of the pre test, before SGD model – cooperative learning technique implementation, has been presented

earlier where is 68,8. The next step is to find the mean of post test 1. The researcher uses the same formula as in pre test.

$$\acute{x} = \frac{\sum x}{n}$$

$$\acute{x} = \frac{1875}{25}$$

$$\acute{x} = \mathbf{75}$$

After finding the mean of students' post test score, next is to find the percentage of the students' that passed the minimum score in the cycle 1. As the data showed above, there are 18 students that pass the minimum score (75).

To get percentage, the researcher uses the following formula :

$$p¿\frac{F}{N} \times 100\%$$

$$p¿\frac{18}{25} \times 100\%$$

$$p¿\mathbf{72\%}$$

Based on the percentage above, there are 18 students or 72% of all students pass the minimum score. It can be clearly seen that there are improvements made by students from pre test mean (52%) to post test 1 (72%). The improvement is 20% points. (52%-72%).

The next step is to count the improvement of students' score from pre test to post test 1. To get percentage, the researcher uses the following formula :

$$p¿\frac{y1-y}{Y} \times 100\%$$

$$p¿\frac{75-68,8}{68,8} \times 100\%$$

$$p¿\frac{6,2}{68,8} \times 100\%$$

$$p¿\mathbf{9,02\%}$$

After calculating the mean score, the percentage of students improvements in post test 1, now the researcher tries to calculate the mean of

post test 2. To get the mean of post test 2, the same formula as before is used :

$$\acute{x} = \frac{\sum x}{n}$$

$$\acute{x} = \frac{1960}{25}$$

$$\acute{x} = \mathbf{78,4}$$

Next, is to find the percentage of the students who passed minimum score. There are 22 students passing minimum score.
The same formula as before is used :

$$p¿\frac{F}{N}× 100\%$$

$$p¿\frac{22}{25}× 100\%$$

$$p¿\mathbf{88\%}$$

Compared to post test 1, there are some improvements. The improvement is 3,4 points **(75-78,4)**. Next. Is to calculate the improvement from post test 1 to post test 2. The same formula before is used :

$$p¿\frac{y1-y}{Y}× 100\%$$

$$p¿\frac{78,4-75}{68,8}× 100\%$$

$$p¿\frac{3,4}{78,4}× 100\%$$

$$p¿\mathbf{4,33\%}$$

From the data analysis above, the researcher tries to conclude the result of the test. The students' score mean in pre test is 68,8, in post test 1 is 75, and in post test 2 is 78,4.

The improvement from pre test to post test 1 is 6,2 points. And the improvement from post test 1 to post test 2 is 3,4 points.

The percentage of students who passed minimum score in pre test is 52% (13 students), in post test 1 is 72% (18 students), in post test 2 is 88% (22 students). The improvement from pre test to post test 1 is 9,02%. And the improvement from post test 1 to post test 2 is 4,33%.

2. The Result of Questionnaires

The questionnaires was distributed to the students to know their responses by using SGD model – cooperative learning in teaching learning process. The students was given 20 questions with 10 positive and 10 negative. The responses of students using questionnaire to use Small Group Discussion (SGD) to improve students' reading comprehension on narrative text.

The result of questionnaires showed that the cumulative score from the students got through the questionnaires was 1683.

And then the researcher get the mean with the formula :

$$\acute{x} = \frac{\sum x}{n}$$

$$\acute{x} = \frac{1683}{25}$$

$$\acute{x} = \mathbf{67,32}$$

The score is showed the calculated the rate percentage of the students' response score was 67,32 were in interval 50% - 74,99% which has categorized is responsive.

Based on the score of questionnaires shows that from 10 positive and 10 negative statement of questionnaires, the researcher concluded that the students' response in learning reading comprehension narrative text using Small Group Discussion (SGD) model – cooperative learning had a good response.

CONCLUSION

Based on the discussion in the previous chapter, the researcher found the results of the implementation of SGD model – cooperative learning as an increase in students' reading comprehension of narrative text and class situation. The first is about the answer of: To observe how the teaching

learning process is, when Small Group Discussion model by using narrative text is applied in the reading class. The second is about the answer of: To find out how to improve reading comprehension of narrative text through Small Group Discussion model in the eight graders of MTs Darul Falah Tambakromo Cepu.

1. The students were enthusiastic when the learning process was continuing although there were some obstruction, such as the situation of the class was very noisy when the teacher managed the students to make some group, even through the learning process passed well.

2. Based on the data obtained and reflection during the action in cycle I the research concluded that although the result showed there was an improvement in the student's reading comprehension by using SGD model . The action in cycle I had score weaknesses so that it had be revised and continued to cycle II. And the result showed a satisfy result. It can be seen that after finishing the whole steps of this CAR, the result showed that the gain score at VIII A class from pre test, post test 1, and post test 2 was improvingly. To develop reading comprehension of narrative text, the students analyzed the schematic structures of narrative text concerning orientation, sequence of events, and re-orientation of any kinds of stories by using SGD model – cooperative learning. And then the results of the questionnaires is from 10 positive and 10 negative questionnaires, all the students answered positive and most of them got 50% - 74,99%. The main score of the students was 67,32 from 25 students. It means that the Small Group Discussion (SGD) make students have positive responses toward in learning reading. Finally, based on the results of pre test, post test, and questionnaires by using Small Group Discussion (SGD) can help the students in learning reading comprehension on narrative text material, because this strategy was effective.

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