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**THE USE OF SMALL GROUP DISCUSSION IN TEACHING READING  
COMPREHENSION (A DESCRIPTIVE STUDY AT THE SECOND-SEMESTER  
STUDENTS' OF ENGLISH DEPARTMENT OF STKIP BINA BANGSA  
GETSEMPENA BANDA ACEH)**

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**ABSTRAK**

Tujuan dari penelitian ini adalah untuk mengetahui bagaimana metode diskusi kelompok kecil yang digunakan dalam pengajaran pemahaman membaca dan untuk mengetahui bagaimana tanggapan mahasiswa dalam mengajar dan belajar membaca pemahaman. Subjek dari penelitian ini adalah kelompok A mahasiswa Bahasa Inggris semester kedua di STKIP Bina Bangsa Getsempena Banda Aceh. Penelitian ini menggunakan metode deskriptif untuk menggambarkan penggunaan diskusi kelompok kecil dalam mengajar pemahaman membaca. Data penelitian ini diperoleh dengan menggunakan lembar observasi, dan kuesioner untuk mahasiswa. Hasil penelitian ini, peneliti menemukan bahwa menggunakan teknik diskusi kelompok kecil dapat meningkatkan pemahaman membaca. Para mahasiswa memiliki tanggapan positif terhadap kelompok kecil sebagai cara untuk meningkatkan kemampuan mahasiswa dalam pemahaman membaca. Dapat dilihat bahwa ada respon positif dari mahasiswa terhadap diskusi kelompok kecil. Ini berarti bahwa menggunakan teknik diskusi kelompok kecil dapat membantu mahasiswa untuk meningkatkan pemahaman membaca, terutama pada kelompok A semester dua Prodi Bahasa Inggris di STKIP Bina Bangsa Getsempena Banda Aceh.

**Kata Kunci:** small group discussion technique, reading comprehension

**ABSTRACT**

*The purpose of this research is to find out how the small group discussion method which are used in teaching reading comprehension and to know to figure out the students' respond in teaching and learning reading comprehension. The subject of this research is the second-semester students' group A of English Department at STKIP Bina Bangsa Getsempena Banda Aceh. This study uses a descriptive method to describe the use of small group discussions in teaching reading comprehension. The data of this research was obtained by using an observation sheet, and questionnaire for students. The result of this research, the researcher found that using small group discussion techniques can improve reading comprehension. The students have positive responses towards the small group as a way to improve students' ability in reading comprehension. It can be seen that there is a positive response from the students toward small group discussions. It means that using small group discussion techniques can help students to improve reading comprehension,*

*especially at the second-semester students' group A of English Department at STKIP Bina Bangsa Getsempena Banda Aceh.*

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

## **INTRODUCTION**

Reading is very important skill to be taught in foreign language because most of scientific books and magazine are written in English. Reading can be used to further develop the ability to read not only textbooks but other reading materials as well, for the examples are comic online (webtoon) and novel or magazine. Through reading students understanding the meaning of the content of materials when they comprehend about the text. When the students read, they enrich their knowledge and increase their comprehension about life. According to Adhini (2017:125), reading is a gainful action since students get the data from the content as well as can expand their English capacity by implication. Even though reading is one of the approaches to build information and to rehearse language, numerous students despite everything did not comprehend the English content as an account text. At that point, the students' concern in the understanding reading text is influencing by the method of instructing reading. Training reading is identified with the other language aptitudes and language parts, for example, jargon and punctuation however in encouraging reading the fundamental spotlight are on the most proficient method to cause understudies to comprehend the content. While, Qarqez and Rashid (2017:422), Reading plays an important role in our education, work, recreation and social life. Reading is the most important skill among the four language skills because it can improve overall language skills

Burnes in Nisa et al (2018:26) points out that comprehension is not a separate skill but involves the connection of the students' knowledge and organization of that knowledge. The students prior knowledge is vital in comprehending a reading text. Reading comprehension is that the ability to grasp the concept and data within the reading texts. The reader must understand the meaning of the written language after she or he read it. Based on Rahmat (2017:23), reading comprehension is a procedure where the reader needs to choose etymological images and reproduce them up to an important entire planned by the author. Reading comprehension is just a term alluding to reading, abilities through the significant thing isn't on the articulating or burden reading, however, but it is the understanding taken into consideration. Comprehension incorporates perceiving and understanding the primary thought and related subtleties. A decent perceived that numerous thoughts are suggested and he should figure out the real story to get the full significance.

Based on Ur in Soraya (2018:2), there are a few factors that make reading troublesome: the students are stressed over committing an error, fearful or criticism and timid to read aloud, lack of vocabulary, and students are not able to pronounce the word correctly either. At that point, students do not have the inspiration to communicate. it means that students do not have motivation in English learning. The barriers to learning English are due to less motivation and only a small number of students are involved in participation. Only one participant can read aloud to the class and some of them dominate

to study while others read very little or not at all. According to Jarrah and Salina (2018:32), students who do not understand the reading material cannot enjoy the reading contents of the text. At the same time, a lack of understanding may be the result of lack of knowledge about vocabulary. This shows that there is a strong relationship between reading comprehension and vocabulary knowledge. Therefore, students must obtain adequate vocabulary knowledge to understand texts. students who develop habits don't like strangers Languages tend to have many difficulties in understanding reading material related to language

However, the researcher discovered a few issues with students in English understanding cognizance. First, the learners despite everything have deficient abilities in reading and they get numerous troubles in understanding content. Besides, the students still have difficulties while translating a text which is given by their lecturer. Therefore, it makes them confused in comprehending a text. Apart from that, students' difficulties are in determining main ideas, specific information and word meaning in written text.

Furthermore, students' lack of reading comprehension also caused by some reason, such as less interest and concentration in reading comprehension. When the students lose their interest and concentration in reading it is very difficult for them to reach high reading achievement. Lack of vocabulary, it can be seen as well when the students frequently consulted their dictionary and asked the lecturer when they faced obstacles dealing with an unfamiliar word. This problem makes students unable to understand words or sentences in the text they read which turns out to be difficult to comprehend a text. It was supported by Girsang et. al, (2019:133), the most difficulty faced by students' on teaching reading comprehension is when they have to find the main ideas of the text, because of the lack of student vocabulary. Then the most important thing is to improve vocabulary.

There are many problems faced in teaching reading comprehension. It will be an English lecturer task to solve the problems. According to Rahmi (2014:10), there are several types of media which can be applied by lecturers in the teaching and learning process of learning English for students like audio media, visual media, audio-visual media and the lecturers themselves act as a model. The lecturers play an important role as a medium in all activities of the English teaching and learning process. The lecturers do all of their responsibilities in the teaching and learning process of English as a lecturer and as an intermediary. There are many ways to solve the problem and one of them using small group discussion. Rusmiati (2015:32) expressed that small groups discusssion encourage students to think profoundly and express their own plans to other people. The relationship among the students in the gathering will shut in the group likely give an opportunity just as a challenge in examining the issues they are looked during the exercise at that point, at last, lead them to discover the arrangement. must figure out the real story to get the full importance. Small group discussion can be a useful method to help students in the reading process and give them a clear sense of what they read and it helps them comprehending a text. In a small group students can be encouraged to talk, think and share much more readily than in a larger group. The main assumption of small group discussion is that the comprehension can be improved by developing knowledge,

specific purpose, and mindset to reading, discussion and comprehension development after reading.

Based on the above reasons, the researcher intended to conduct a research on the title "The Use of Small Group Discussion (SGD) in Teaching Reading Comprehension at the Second-Semester Students' of English Department at STKIP Bina Bangsa Getsempena Banda Aceh". The problem in this study stated as follow:

1. How did the lecture applied the small group discussion technique in teaching and learning reading comprehension in the class?
2. How are the students' response toward small group discussion technique in teaching reading comprehension?

### **RESEARCH METHODOLOGY**

The type of this research is descriptive research. This focusses on to investigate how does the lecturer apply small group discussion and to find out the students perception about applying small group discussion in teaching reading comprehension at second-semester students English department of STKIP Bina Bangsa Getsempena Banda Aceh.

Based on Sukardi (2014: 157), descriptive research is a research method that describes or describes objects according to what they are or are real. This kind of analysis is done with the help of words to describe any detailed conclusion or interpretation in a less biased and subjunctive manner. The data drawn from many resources, either individual or things. According to Nazir (2009: 54), an event that occurs at present, examining the status of a human group or a thought is called a descriptive method. The purpose of descriptive research is to describe an accurate, factual, and systematic fact. Based on the statement above, this research is categorized as descriptive research because it refers to the qualitative. In this case, descriptive qualitative method was used to describe how does the lecturer applied small group discussion and to analyzed how are the students' response in teaching reading comprehension through small group discussion at second-semester students of English Department group A at STKIP Bina Bangsa Getsempena Banda Aceh.

In order to get problems or clarify initial topic, a researcher should conduct the data. However, as a researcher will do two technique to collect the data namely observation and questionnaire. The first, the researcher would be collected the observation was made based on principles introduced by Sugiyono (2017:106), there were two kinds of observation: participant observation and non-participant observation. In this research, the researcher used non-participant observation. It means that the researcher directly did not participate in observed the teaching and learning process in the class. The researcher is an observer in the class. In this research, the researcher was observed how did the lecturer applied small group discussion in teaching reading comprehension.

Furthermore, the researcher would be conducted the questionnaire based on to Sukardi (2014:76) the questionnaire is some written question used to get information from the respondent about their personality or anything that she or he knows. There are two types of questionnaires; open questionnaire (unstructured questionnaire) and closed-questionnaire (structured questionnaire). In this research, researcher uses a closed-questionnaire (structured questionnaire). Using the questionnaire to find out the students'

response is more effective because the researcher provide some questions that should answer by the students about their response during learning reading comprehension process. The researcher gives ten questions with the alternative answer to the students related to small group discussion techniques in reading comprehension. In this study the researcher used the data analysis process suggested by Miles et. al, (2014: 31), namely analyzing data in three steps: data condensation, data display, and conclusion drawing and verification.

### **RESEARCH FINDING AND DISCUSSION**

The observation was conducted in the second-semester students' English Department in group A class with an English Lecturer for third meeting on June 22<sup>th</sup>, 25<sup>th</sup>, and 27<sup>th</sup>, 2020.

**Tabel. 4.2.1** Observation Checklist

NO	READING ACTIVITIES	OPTION		NOTES
		Yes	No	
	<b>A. Pre- Reading</b>			
1.	The lecturer opened the learning class with greetings	√		The lecturer opened the learning with greetings
2.	The lecturer administered the students' attendance check	√		Part of students did not come to the class
3.	The lecturer tried to encourage the students to remember what they have learned at the previous meeting.		√	The lecturer did not try to encourage students to remember what they had learned at the previous meeting but proceeded directly to the next steps.
4.	The lecturer drew students' attention with a question that could make the students interested in reading the material.	√		The lecturer asked question for students related to the material before starting the lesson.
	<b>B. Whilst-Reading</b>			
5.	The lecturer divides students into groups of 4 people in 1 group.	√		Students are free to choose their group friends.

6.	The lecturer gives the handout to the students and explains about the text.		√	The lecturer sent a script of text to E-Learning
7.	The lecturer give a task to each group.	√		The task that given by the teacher is the same
8.	Every groups will discuss with their friends about the text.	√		Every group would be discussed with their friends, such as, share idea or opinon.
9.	The students read the text throughly.	√		Every students tried to comprehend the text.
10.	The students find the difficult words through the context.	√		Every group made a list of difficult word
11.	The students write the main idea of each paragraph.		√	The students did not write the main idea of each paragraph.
12.	The students summarize the text.	√		The students gave summary from the text.
13.	The students write the new words and their meanings.		√	The students did not write the new words but the students found the difficult words through the context.
14.	The students answer the comprehension questions related to the text.	√		The students answer the question that given by the lecturer
15.	Every groups present their answer in front of the class.		√	Every group only sent their task to the lecturer through Via WhatsApp
<b>C. Post Reading</b>		<b>Yes</b>	<b>No</b>	
16.	The lecturer gives comments about the answers from each groups		√	Time is up and these activities were not applied.
17.	The lecturer provide exercises to students that must be done individually.		√	
18.	The lecturer give evaluation and conclusion		√	
19.	The lecturer closed the learning process with greetings.		√	

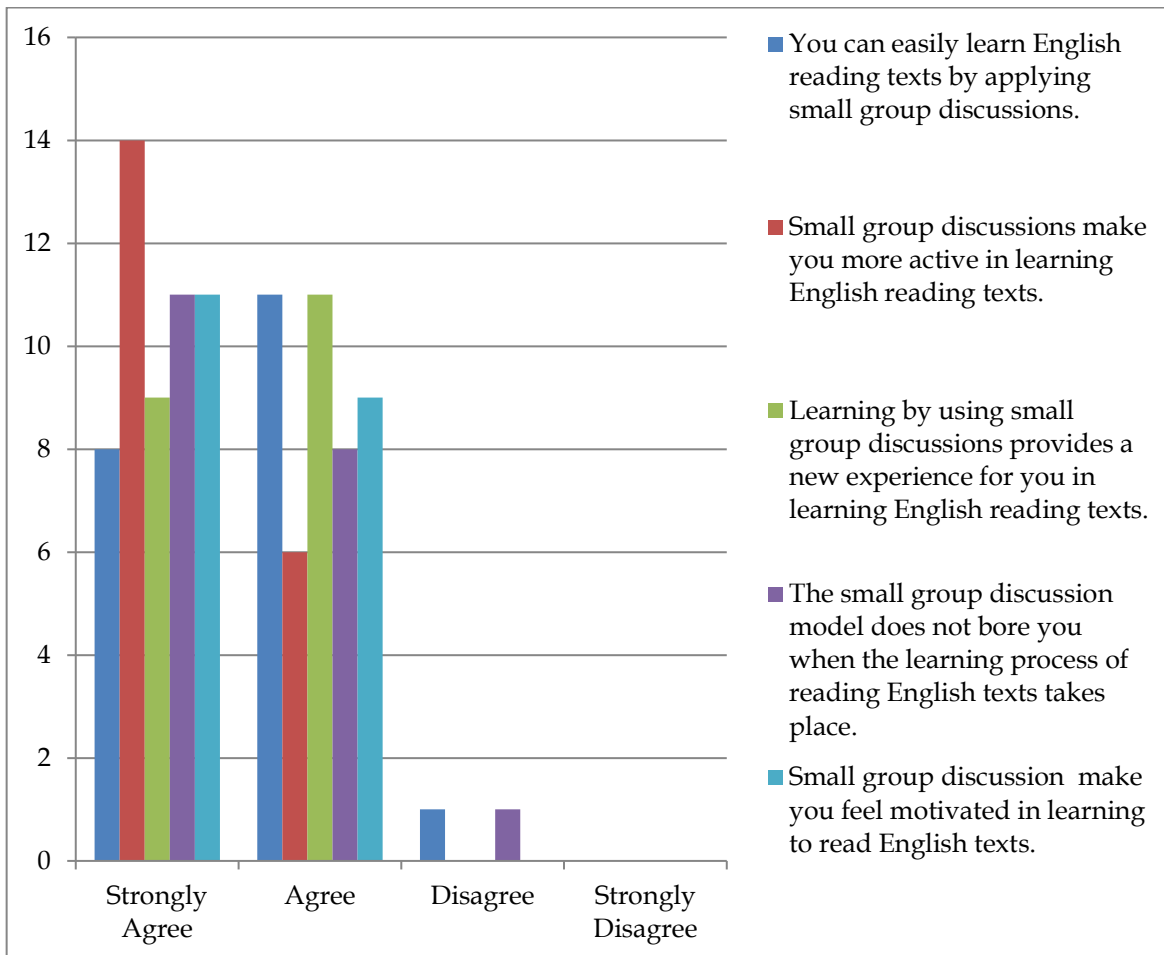
**Tabel. 4.2.2** Percentage Students' Questionnaire

No	Statements	Student's Responses	Frequency	Percentage
1.	You can easily learn to read English texts by applying small group discussions	Strongly Agree	8	40%
		Agree	11	55%
		Disagree	1	5%
		Strongly Disagree	0	0%
2.	The small group discussion model is a good technique used for learning to read English texts.	Strongly agree	7	35%
		Agree	13	65%
		Disagree	0	0%
		Strongly Disagree	0	0%
3.	Small group discussions make you more active in learning to read English texts.	Strongly Agree	14	70%
		Agree	6	30%
		Disagree	0	0%
		Strongly Disagree	0	0%
4.	The learning model by using small group discussions can improve your interest in learning to read English texts	Strongly Agree	11	55%
		Agree	9	45%
		Disagree	0	0%
		Strongly Disagree	0	0%
5.	Small group discussion techniques make you feel motivated in learning to read English texts.	Strongly Agree	11	55%
		Agree	9	45%
		Disagree	0	0%
		Strongly Disagree	0	0%
6.	Your understanding of an English text improves through small group discussion techniques.	Strongly Agree	8	60%
		Agree	12	40%
		Disagree	0	0%
		Strongly Disagree	0	0%
7.	You like learning to read English texts by applying small group discussions.	Strongly Agree	9	45%
		Agree	10	50%
		Disagree	1	5%
		Strongly Disagree	0	0%
8.	You are interested in following the material to read the next English text with a small group discussion.	Strongly Agree	10	50%
		Agree	10	50%
		Disagree	0	0%
		Strongly Disagree	0	0%
9.	Learning by using small group discussions provides a new experience for you in learning to read English texts.	Strongly Agree	9	45%
		Agree	11	55%
		Disagree	0	0%
		Strongly Disagree	0	0%
10.	The small group discussion	Strongly Agree	11	55%

model does not bore you when the learning process of reading English texts takes place.	Agree	8	40%
	Disagree	1	5%
	Strongly Disagree	0	0%

After the researcher calculates the percentage of student's responses, the researcher would like to analyze two aspects related to students' respond in teaching reading comprehension by applied small group discussions. First, the benefit of small group discussion in teaching reading comprehension. Then, the students' interest in teaching reading comprehension. From two aspect the researcher would conclude what are the students' respond in teaching reading comprehension by applied small group discussion. The researcher was described two aspect of questionnaire by the histogram below:

**Chart. 4.3.2.1** The Benefit of Small Group Discussion in Teaching Reading Comprehension



Firstly, the data answered that applied small group discussion in teaching reading comprehension have some benefits toward students' reading comprehension. As evidence, about 40% of students are strongly agreed by using small group discussion make them easy to read English texts and 55% students' agree they easily learn English texts by applied small group discussion, while 5% of the student said that by using small group discussion in teaching reading comprehension not always make the students easily

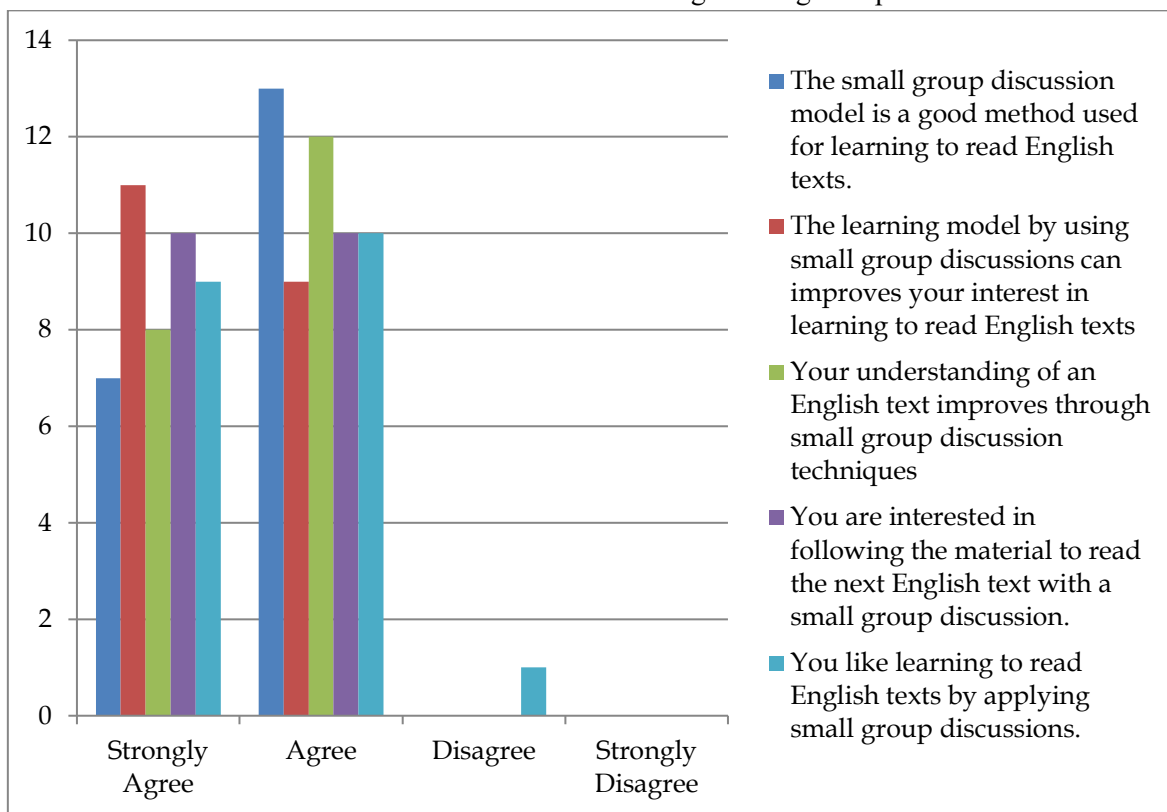


to comprehend English texts. Then the number of students who felt they more active in the class if small group discussion applied in reading subject were about 70% strongly agreed, and 30% agreed. It means by applied small group discussion gave the students more active in the class.

Furthermore, the number of students who strongly agree that learning by using small group discussions in teaching reading provided new experiences for them to learn English text is about 45%, and 55% of students agreed. Otherwise, The percentage of students who strongly agree and agree about each statement is higher than students who disagree or strongly disagree with that statement. Based on the result above, the small group discussion had a lot of benefits in teaching reading comprehension especially in outcome of the students.

Subsequently, the result of the questionnaire shows that there were 11 students strongly agreed, 11 students was agreed if small group discussions make them motivated in learning reading comprehension. Thus, about 55% of students strongly agreed if a small group discussion does not make them bore in the class because they were asked to work with each group and were asked to mutually express opinions, 40% of students agreed and only 5% students who said disagree when the small group discussion applied does not make them bore in the reading comprehension class. It could be interpreted that students still enjoy learning comprehension reading even though using a small group discussion in the learning process.

**Chart. 4.3.2.2** Students' Interest in Teaching Reading Comprehension



In addition, the data proved that the students' interest in learning reading through small group discussions where the number of students' who were strongly agreed that small group discussion is a good technique in teaching reading comprehension is about 35%, and 65% agreed. Besides, about 55% of students strongly agreed if small group discussion is a good technique for learning reading comprehension. Then, 45% of students agreed and none of them who said disagree or strongly disagree.

Futhermore, the number of students who were interested in following the material of reading comprehension subject is about 50% of students strongly agree, and 50% agreed if they interested in following the reading subject at another time Then, about 60% of students believed if their understanding of reading comprehension improved through applied small group discussion in the class, and 40% of students also agreed if small group discussion makes them easy to understand English reading texts by using small group discussion. In conclusion, from the calculate on the table, all of the students stated that small group discussions were made them easier to understand English texts in reading comprehension.

Finally, after the lecturer applied small group discussion the showed that the analysis of students respond through questionnaire sheet showed that students got a positive impact after learning reading comprehension through small group discussion, student enjoyment in the learning process, and the student easier to understand the English text through small group discussion. Moreover, about 45% of students strongly agreed if they like learning English texts by using small group discussions in reading subjects, and 50% of students agreed about that statement, while only 5% of students who said disagree by using small group discussions make them like reading comprehension subject. It means that by implementing small group discussions makes them more interested learning reading comprehension through small group discussion, especially in reading I subject.

### ***CONCLUSION AND SUGGESTION***

The conclusion of this study is the result of the observation showed that the lecturer had been applied small group discussion were well. The activities of the small group discussion the lecturer was directed students to work together, exchanging ideas or opinions with group peers so that they could be worked on assignments together. Each member who did not understand the contents of the text will be assisted by a friend who understands to make it easier to find answers to their assignments. This activity was helped the students felt enjoy and the students motivated to learned English texts also highest. It was supported by Lestari (2019:21), small group discussion is one method in the learning and teaching process which means that some students in small groups participate in various activities to be developed student thinking or complete practical assignments. By using this method, students are expected to be more open, active, and confident to express their ideas in the learning process through discussion. Small group discussions could stimulate students to be involved in the active process of constructing knowledge. Thus, in the learning reading comprehension by small group discussions, students can easily understand the text in the class without any feeling worry about making mistakes in front of their friends.

Then, based on the results of the questionnaire also showed the students' have positive responds towards the small group discussion as away to improve students' ability in reading comprehension. The students' felt that the method helped them in improving their reading. And most of students' were argued an interesting method in learning reading be implemented in teaching reading.

There are some suggestions offered in this study towards the lecturer and students' in teaching and learning reading comprehension. Based on the conclusion above, there are some suggestions that could be offered: First, the lecturer should combine the teaching technique used in teaching reading comprehension with various teaching methods, especially uses small group discussions because in this technique students were motivated to learn more and could comprehend the English text well in the class. The last, the researcher suggests to the other researcher that they should explore this teaching technique deeper and try to apply this technique in other skills besides reading comprehension.

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