# IMPLEMENTASI SMALL GROUP DISCUSSION IN TEACHING READING FOR TENTH GRADE

## Widha Wannisa[1], Samsul Hadi[2], Dwi Rahayu[3]

[1,2,3] English Education Study, STKIP PGRI Pacitan
E-mail: wannisawidha@gmail.com[1], samsulhadi0702106401@gmail.com[2], dwirahayu6537@gmail.com[3]

*Abstract: This research aims to describe the implementation of small group discussion in teaching reading for the tenth grade of APHP 1. The researcher used descriptive qualitative research design. The use of small group discussions has an impact on student learning outcomes as well, especially in understanding reading texts. There were several things that become obstacles for students in learning small group discussions on a given text, namely discussions cannot run as they should. It was because students do not have background knowledge about texts, groups cannot follow the discussion at all, groups do not understand the text given, and there was no good response among the members of the discussion group. Researcher can be concluded that there was a marked difference between tenth grade reading text comprehension and small group discussion during learning. As a result, small group discussions in teaching reading can influence student learning outcomes.*
*Keywords : Small group discussion,Reading,Learning*

## INTRODUCTION

English learning and understanding becomes an unavoidable necessity. English is the largest language in the world which is used as the language of communication both spoken and written.( Ahmad Dahlan University, 2012). There are four English skills: listening, speaking, reading, and writing. Listening skills can train students' speaking skills what is spoken by others, students will listen and can also speak. Because listening can absorb information well. Improving speaking skills can be done by repeating what others say in English. The next skill is reading. Reading is a crucial English ability. In reading, sometimes it difficult understand what is being conveyed. In fact in reading one will build one's own meaning from the takes already read. Reading is a technique that readers employ to comprehend the message that the author is attempting to convey via the use of words or texts. (Tarigan,1985:7). The next skill is writing skills. Writing is a skill synonymous with the merging of letters related to the sounds of the language. Of the four skills. The fact is that students tenth grade APHP 1 are constrained by reading skills. Students are constrained in reading due to lack of comprehension constrained by limited study time at school. its goals are as describe the discussion method in improving students learning outcomes in class X. Reading is an activity whose primary goal is to help one comprehend the message it contains. Sooner or later in the reading, the emphasis is more on comprehending the material than on the

aesthetic" (Resmini and Juanda,2007:80) Reading involves a variety of cognitive processes, including word recognition, literal comprehension, inter-achievement, critical reading, and creative comprehension. Reading words while using a dictionary might be a word recognition activity ( Farida Rahim,2008:2). Working together can give students the chance to maximize both their own and one another's learning chances (Johnson et al., 2014), and it also makes use of the instructions. Small group discussions are a useful teaching strategy that may be utilized to engage all students and get them involved in the course material.

The researcher presents some of the findings from earlier, comparable investigations in this section. "Small Group Discussion Startegy Toward Students' Reading Comprehension of SMA Negeri II Bulukumba" is the title of the first pertinent study. Rahmat conducted this study, which employed a qualitative descriptive methodology. Students from SMA negeri II Bulukumba class XI served as the study's subjects. The experimental and control classes' pupils' pre- and post-test scores significantly differed in the study's findings. The average post-test score (77.3) in the experimental class is higher than the average test score (71.9) in the control class. Second, the relevant study is titled "Small Group Discussion Method in Reading Comprehension in VIII Grade Students of SMP N 3 Bantul in Academic Year 2017/2018". Nurhadi Ningsih conducted research as of 2017. The case study research approach is combined with qualitative research in this study. This study focuses on the second-level students of SMP N 3 Bantul. The results showed a significant difference in the pupils' reading comprehension skills between the experimental class and the control class.The results of the independent sample tests used to test the hypothesis demonstrate that the control class's average value (70.85>51.28)

Teaching reading skills through small group discussions has proven to be an effective and engaging approach in the realm of education. Small group discussions enable students to express their thoughts freely and build confidence in articulating their viewpoints. In the academic year of 2022/2023, the tenth group of APHP 1 at SMK Negeri 1 Kebonagung successfully implemented small group discussions as a strategic approach in teaching reading skills. The incorporation of small group discussions allowed students to actively engage with reading materials, fostering a dynamic learning environment.

**Research Method**

This research used descriptive qualitative research since the research aimed to gain research about implementation of small group discussion in teaching reading, the problem faced by the students in teaching reading through small group discussion. This study was carried out in X grade APHP 1 at SMK Negeri Kebonagung. Data was taken from 21 students. steps involved in that data analysis: In the first stage of this study, researchers can collect data on problems studied in depth by observation, questionnaires, interviews. The second stage, describes the information obtained. In this study, researchers presented a description of data obtained through observation, questionnaires, interviews. At the third stage, after the data are identified. Drawing conclusions aims to find out whether the data obtained answers all existing problems. At this stage, researchers explain in detail the results of data analysis obtained through observation, questionnaires and interviews.

**Research Findings**

**The Implementation of Small Discussion**

This research was carried out at SMK Negeri Kebonagung in the tenth grade of APHP 1. The findings of this study answer the problems that have been formulated previously. In this chapter, the author presents answers to the formulation of the problems contained in the chapter. The formulation of the problem is knowing how the small group discussion method is applied which affects the results of students' understanding of reading skills in descriptive texts. The study involved 21 students, who were divided into groups and then implemented small discussion groups consisting of 2 students each group.

Before carrying out research, researchers prepare everything needed for smooth research starting from taking care of research permits to technical matters described below. The researcher discusses with the class teacher first, determining the material and the number of hours during the action. Another necessary preparation is to create a simple number board that each learner will wear during the action process. This aims to make it easier for researchers to give scores.

Another preparation carried out was to divide students into 11 groups. Each group consists of 2 students. The division of groups is carried out randomly. Seeking

rewards for students who learn actively during the action process is what is done before the action.

Learning starts at 07.00 WIB. The teacher conducted attendance to students with the results of 21 students present. Then the teacher conditions the class, and informs that the learning activity will use the Small group Discussion Learning Method, and explains the steps. In the implementation of small group discussion, students listen to the teacher's explanation of the learning objectives and learning steps of Small Group Discussion. Students sit in predefined groups and accept assigned assignments, Students in groups discuss completing tasks. Each group appoints a spokesperson to present the results of the group discussion. Students and teachers reflect on Small Group Discussion learning activities, then receive individual assignments.

Each student who has presented the results of his group discussion will be responded to by other group members. There are students who have dared to correct wrong answers from the presenting group. Students begin to dare to refute and explain the correct answer in front of the class. The group of presenters has also begun to dare to express arguments about the answers they have. At the end of the presentation session, the teacher gave answers and clarifications to the correct answers to the questions given.

At the end of the lesson, students are given the opportunity to ask questions about material that is not yet clear. Students conclude the descriptive text material learned with the guidance of the teacher. Teachers motivate students to always be active during learning.

**Discussion**

The researchers used the small group technique at their next meeting. The students were divided into 11 groups by the researchers, with 2 students in each group. During the learning exercise, the researchers supervised each group's work, assessed collaboration and compaction, and recorded their findings on student observation sheets. One of the groups then presented the findings of their group discussion on the task after each group had finished answering the questions. The use of small group discussion methods has been carried out well and takes place in accordance with the desired content and learning objectives, in accordance with the findings of the research conducted above.

And students who follow the learning process also give a good response and make it easier for them to understand and learn fun. Data was collected using a pre-test approach, before using the small group discussion method, to ascertain student learning outcomes. Pre-test data were collected with a view to comparing them with post-test data to find out if there has been an increase in learning scores as a result of using this small group discussion method. It is evident that using small group discussion techniques has a huge impact on student learning outcomes both before and after they use them.

The discussion learning model on the descriptive text can make student learning outcomes more accurate and in accordance with the wishes of the teacher. This small group discussion learning model is very suitable for the material learned and the conditions of students in SMK tenth grade APHP 1. This learning model also gives students the experience to discuss with friends properly so that students can learn to share and respect each other's opinions in solving a problem. In addition, students can understand the text well, because there are discussions with friends that make it easier to answer questions.

The difficulties that affect the reading ability of students tenth grade APHP 1 are: (1) intelligence factors or often referred to as students' cognition ability towards reading comprehension skills, (2) attitudes that tend to be less interested in reading so that reading comprehension concentration tends to be ignored, (3) limited language acquisition, this is because students are too ignorant of reading habits in everyday life. These obstacles seem clear that the difficulty in learning to read comprehension experienced by students stems from the ability of each student and factors outside it. The role of the teacher also greatly affects the ability of students to read comprehension. The learning model serves to help students overcome reading comprehension difficulties experienced by each student. The teacher gives feedback to students who are explaining the previous material in the form of questions. Researchers broke down students in the classroom into groups of 2 students per group. Students gather according to their groups and have to solve problems given by the teacher. At the end of the learning process, the teacher takes his time. to students to have the opportunity to ask questions about material that students cannot understand. Students conclude the process

of reading comprehension skills and then the teacher provides motivation and guidance so that students are always active during the learning process.

The objectives of the learning process are included in good learning outcomes, and educators will strive to achieve the desired learning outcomes by applying appropriate and effective learning models. It was fun to talk to one of the students during the interview about how the small group discussion system approach is used. They are happy to share their opinions. "We are very happy to be able to learn with models. We can exchange opinions, and friends who are less active can also be trained to be more active.

## Conclusion

Using the previously mentioned studies as a basis. Where the final findings of this study have an impact on student learning outcomes as well, especially in understanding reading texts. The students are very enthusiastic in learning this small group discussion method. Because of this method they can exchange ideas and opinions with each other. Make it easy for them to work together as a team or group. This can be seen from their enthusiasm during the presentation process. Some students respond to answers from other groups and vice versa. The students, however, came to the conclusion during the interview that small group discussion-based learning is very beneficial for improving reading comprehension. This is said to be because the controversial viewpoint only considers groups of two students. Researchers found that using small group discussions significantly improved students' reading comprehension in the tenth grade of APHP 1 SMKN Kebonagung.

## Suggestion

Students can practice using the small group discussion method with their friends and invite them to debate tough reading, which can help them better understand the meaning of reading through an exchange of ideas and opinions.

English teacher must engage students by using engaging teaching strategies. They need to choose an efficient method or strategy when it comes to the teaching and learning process. Small-group discussions may be employed. Teaching techniques for reading.

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