Small Group Discussion Strategy Towards Students' Reading Comprehension of SMA Negeri 11 Bulukumba

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Abstract

The objective of this research was to find out the effectiveness of Small Group Discussion Strategy in improving the students' reading comprehension ability at the Eleventh Grade Students of SMA Negeri 11 Bulukumba. This research employed quasi experimental design with pre-test and post-test design. There were two variables; they are independent variable (Small Group Discussion Strategy) and dependent variable (the students' reading comprehension). The population of this research was the Eleventh Grade Students of SMA Negeri 11 Bulukumba in academic year 2013/2014 which consisted of 122 students. The researcher took 56 students as the sample of the research with 28 students as experimental class in XI IPA 1 and 28 students as control class in XI IPA 2. The sample was selected by using purposive sampling. The instrument of this research was a written test used in pre-test and post-test. The result of the data indicated that there was a significant difference between students' post-test in experimental class and controlled class. The mean score of post-test (77.3) in experimental class was greater than the mean score of post-test (71.9) in controlled class and from t-test, the researcher found that the value of t-test (3.176) was greater than t-table (2.000) at the level of significances. It means that this is a significant difference between the result of the students' pre-test and post-test. Therefore, H_0 was rejected and H_1 was accepted. Based on the finding and discussion of the research, the researcher had drawn a conclusion that the use of Small Group Discussion Strategy in Improving the student's reading comprehension at the Eleventh Grade Students of SMA Negeri 11 Bulukumba was effective.

A. INTRODUCTION

The priority of teaching English in school is reading because it can cover the three other skills. Reading skills involves the three other skills: listening, speaking, and writing. Therefore, the researcher chose reading comprehension as an aspect of this research. Swan (1992:1) states that by reading, the students can enlarge or enrich their knowledge and experience because most of information they need is served in written form. Ramelan (1992: 3) also states that most studests are still very poor in reading comprehension, since they cannot usually read or

understand articles in English dailies, magazines which are now in circulation in this country. Quite simply, without solid reading second language readers cannot perform at levels they must succeed in reading. Thus, reading is not passive but rather an active process, involving the reader in ongoing interaction with the text.

As a matter of fact, reading is an active and interactive activity to reproduce the word mentally and vocally and tries to understand the content of reading text. In order to achieve the goal, the comprehension ability in reading is needed. In solving this problem the researcher used Small Group Discussion Strategy. Every day we use language to communicate with other people. It means that language can be used for doing social interaction. The process of interaction exchange may happen between at least two individuals who have different social interaction, experience and knowledge.

One of the ways to have social interaction is by conducting Small Group Discussion in the classroom. In this research, the researcher divided the students into three people that had different experience and social interaction in their environment and gave a reading text and the students understand the reading text so that they can collaborate each other to comprehend the reading text without shouting and disturbing in the classroom.

Applying the Small Group Discussion Strategy will make the learning teaching process effective because they learn without shouting and disturbing with the other friends in the classroom and the students also will focus and serious in learning because the member of this group just three people so that it will create the comfortable learning teaching process. The students will be guessing, predicting, checking, and comprehending the reading text. In group reading, students may enjoy from time to time getting away from the usual pattern of reading the story or article aloud at sight. The researcher interested in conducting this research by seeing the problems, it is important that a study of English especially reading should be done with an appropriate strategy in order the students more interested in learning English. The reason why the researcher chose SMA Negeri 11 Bulukumba because the English teacher had observed that the reading comprehension of the students still low moreover the researcher already know some of students. So that, it can make this research easier to be done. The researcher hopes there is a significant improvement of the students' ability about reading comprehension. Based on the background above, the research questions can be formulated is as follow:

How was the effectiveness of Small Group Discussion Strategy in improving the students' reading comprehension ability at the Eleventh Grade Students of SMA Negeri 11 Bulukumba?

B. LITERATURE REVIEW

Review of Previous Related Findings

There were many previous findings that researchers had found about Small Group Discussion Strategy were as follows:

Giri (2003) found that the use of group strategy in Small Group Discussion really helped the students. The students could share their knowledge and opinion in doing the exercises and discussing the answer to the exercises. Moreover, when the group strategy in Small Group Discussion was combined with the use of picture, the students were very motivated in making sentences. This research emphasized the use of the climbing grammar mountain game to improve the ability in using simple present tense and the similarity is both use Small Group Discussion. It was an effective way to teach structure; it could motivate students to compete each other. The students could learn from each other and got more practice with the target language by working in small groups. They gained satisfaction and confidence by putting to use what they had studied. So, each group competed to get the highest mark.

Hasnawati (2004) found that there is a significant difference between the pretest and post-test. The mean score was obtained by the students pre-test was 6,38 and the mean score of the students pos-test was 7,16. This means that the students ability in speaking is improved after is being thought by Small Group Discussion.

From the t-test statistical analysis the researcher found that the value of t-test (5.6) is greater than the value of t-table (1.6969) on the level p= 0,05 0f the degree of freedom (df) = 36. It means that the result of teaching by using Small Group Discussion in speaking was a significant difference from the one without using Small Group Discussion as a teaching by methodology. The students' speaking ability improved.

Meanwhile based on the data analysis collective through questionnaire. It was found that most of the students agreed with the positive statement and disagreed with negative statement about learning speaking through Small Group Discussion teaching technique.

The students' interest was high in learning speaking through Small Group Discussion. The item 1,3,4,5,7,8 dan 9 showed the percentage of students interest in learning speaking through Small Group Discussion teaching technique that was in table 1 (56,76%), table 3 (64,86), table 4 (67,57 %), table 5 (70,27), table 5 (70.27%),table 7 (37.83%), table 8 (81.08%), and table 9 (64.86%) most of the students agreed with the positive statement. The Item 2.6 and 10 showed the frequency of the students interest in speaking through Small Group Discussion that was in table 2 (45.95), table 6(43.24%), and the table 10 (59.46%), most of the students

disagree with the negative statement.

From the findings of the researchers above about Small Group Discussion Strategy, It can be concluded that the using of Small Group Discussion Strategy from both of previous researchers above are very good and effective to teach tenses expecially simple present tense and to improve the speaking skill of the students because there are significants changing of the students before and after the treatment whether learning structure or leaning speaking skill. The researcher can illustrate that the Small Group Discussion Strategy gave a dedication to enhance the quality of learning teaching process above all English subject.

Reading

Richards and Schmidt (2002: 443) state that reading is an activity of perceiving a written text in order to understand its contents. In addition, Reading is an active and interactive activity to reproduce the word mentally and vocally and tries to understand the content of reading text. It is important to bear in mind that reading is not an invariant skill, that there are different types of reading skills, which correspond to the many different purposes we have for reading, (Nunan, 1989: 33).

Based on definition above, the researcher concludes that reading is the combination of some components that result one action that is known as reading. In addition, reading involves the internal factor of the reader. The internal factor mean everything which come from the reader that can result an interaction in the reading process. The external factor mean everything, which has relationship with reading material and the environment where the reading is taking place.

Models of Reading

There are three models of reading process namely: 1. Bottom- up model, 2. Top-down, and 3. integrative Model. Eskey in Simanjuntak (1980: 20) denotes that :

1. The bottom up of reading process is that reading a precise involving exact, detailed sequential perception, and identification of letters, words, spelling patterns and larger language unit. This model assumes that a reader proceeds by moving his first talking in letter, combining these of the words. The combining these two from the phrase, clause, and sentences of the text.

2. The top-down models of reading process deals with the general nation of the reading us the reconstruction of based on skill sampling of the text and such specific nation as the use of

the linguistic redundancy. The crucial role of prior knowledge in prediction and the necessity for a reading a reasonable rate in larger. More meaningful chunk of the text. This model involves and interaction between thought and language.

3. This interactive model of reading process deal with a particular type of cognitive behavior. Which based on certain kinds of knowledge which from a part the reader cognitive structures.

Types of Reading

According to Wood in Ismawati (2008: 28) There are three types of motivation, they are as follows:

1. Skimming

    The eyes run quickly, are the text to discover what is about the main idea and the gist. Thus, skimming account when the reader's looks quickly at the content page of a book, or at the chapter heading, subheading. What the reader goes to through a particular passage such as a news paper article merely to get the gist.

2. Scanning

    The readers are to look out the particular item, he or she believes in the text. That scanning can be done to find name, date static, or fact in writing. The eyes start quickly at the lives of writing.

3. Intensive Reading

    It is also called study reading, this involves close study of the text. Based on explanation above, the research concludes that there are three types of reading skill. Those are essential for the students to read story or passage easily.

Definition of Reading Comprehension

According to Olson and Diller (1982: 42), reading comprehension is a term used to identify those skills needed to understand and apply information contained in a written material.

Harris and Sipay (1980: 179), who say that reading comprehension ability is taught to be a set of generalized knowledge acquisition skills that permits people to acquire and exhibit information gained as a consequence of reading printed language.

Reading comprehension is a process that involves memory, thinking abstractly, visualization, and understanding vocabulary as well as knowing how to properly decode, (Ness,

2010: 25).

According to Wainwright (1972: 37) reading comprehension is process in which the reader has to decide linguistic symbol and reconstruct them up to meaningful whole intended by the writer. Reading comprehension is only a term referring to reading skill through the important thing is not on the pronouncing or load reading, but it is the understanding taken into consideration. Comprehension includes recognizing and understanding a main idea and related details. A good recognized that many ideas are implied and he must read between the lines to get the full meaning.

Reading comprehension is a complex process which comprises the successful or unsuccessful use of many abilities. When we read, we should be able to recall information afterwards. Based on some opinion above, we can conclude that reading is about understanding written text. It is a complex activity that involves both perception and thought. Reading consists of two related process, word recognition and comprehension. Word recognition refers to the process of perceiving how written symbol correspondent to one spoken language. Comprehension is the process of making sense of words, sentences and connected text.

Reading Comprehension Strategies

Ness (2010: 25) states that reading comprehension strategies also encourage students to become more responsible for their own learning, once the student has mastered the strategy.

There are hundreds of strategies that claim to help students improve their reading comprehension. Four of these general strategies are visualization, summarization, making inferences, and making connections to one's own life and experiences.

1. Visualization involves students creating mental pictures in their mind while they are reading, or stopping at certain points in a reading selection to make these visualizations. Visualization is taught by teacher's modeling this strategy explicitly and by having students practice with supports. Students can even draw or create pictures of their visualizations until they have learned to simply visualize in their own minds.

2. Summarization is teaching students how to summarize what they have read to themselves. Teachers model this by reading a passage, stopping at certain points then explaining aloud what they have read. This is done again through modeling and much guided practice. Students can practice by reading a passage and then telling a partner or a teacher what they have just read (Prado and Plourde, 2005: 32).

3. Making inferences is taught by a teacher reading a passage aloud to a class that has some of the details missing. The story's context can guide the students to the details that are missing. The teacher again models and guides the students to ask themselves appropriate questions to try to fill in the important details. There are graphic organizers that ask certain questions that students can use as a guide after reading a selection. They can use these questions until they are able to formulate their own questions.

4. Make connection to their reading is done in a similar way. The teacher reads a passage aloud, atops at a certain point then say how they can relate what they have read to their own life. The teacher does this often, then gets the students involved by askings questions. All four of these strategies are sometimes combined to create one larger once they have been taught and mastered.

The Failure in Reading Comprehension

The reason for failure in reading comprehension is connected with defective habits. Several things can go wrong in comprehension ability. Swan (1992: 1) illustrates:

1. Some students find it difficult in reading comprehension, they may read slowly and carefully, paying a lot of attention to individual points, but without succeeding in getting a clear idea of the overall meaning of a text.

2. Other students do not always pay enough attention to detail. They may have a good idea of the general meaning of a text, but misunderstanding particular points.

3. Some students are "imaginative readers." Especially if they know something about the subject, or have strong opinion about it, they may understand the text in the light of their own experience and viewpoints, so that they find it (is) difficult to separate what the writer says from what they feel themselves. Other types of comprehension problem arise directly from the text itself. Even when a student is familiar with all words and structures in a passage, complexities in the way the writer expresses himself may present obstacles to efficient comprehension.

Thus, to cope with those kinds of problem, the researcher gives an alternative teaching technique in reading comprehension class, that is a Small Group Discussion Strategy. Because of many passages written in English as an international language, foreign language students, including Indonesian, learn English to broaden their knowledge by reading passages. It is not surprising that the Indonesian students may find some difficulties in comprehending English passages. What makes a passage difficult to understand is that the students are not really

familiar with the language. The researcher has observed that the teaching of reading in foreign language classes still emphasizing the passive way.

Levels of Reading Comprehension

Reading comprehension has different levels. Burns in Kamran (2011: 13) divides reading comprehension into literal reading, interpretative comprehension, Critical thinking and Creative thinking.

1. Literal Comprehension

Literal reading comprehension is lowest level of comprehension. The term literal comprehension refers to the ability to understand and to recall information that has been explicitly stated in a text. The text may be written and spoken.

According to Smith and Robinson in Kamran (2011: 13), literal comprehension is getting the meaning of a text only on its surface. They state that there is no depth in this kind of reading. Meanwhile, BurnsRoe, Ross in Kamran (2011: 13) state that literal comprehension involves acquiring information that is directly stated in a selection. Eventhough it is the primary one, still it has an important role in comprehension. In their opinion, reading for literal comprehension is important in and of itself and also prerequisite fo higher level understanding.

Some specific reading skill at the literal level of comprehension are identifying specific information or nothing details, secuencing event when explicitly signal are given, finding the main idea and the content of the reading text.

a. Identifying specific information

This reading requires one to focus reader attention only on one or some particular information or detail which he need form of atext; the rest of the text may not be read anymore. That information may be a name, a date, a scientific term, or a place or just anything. The search for which motivates the person to read. In looking for detail, the reader must look for signals in the environtment of the needed information or in the information itself.

b. Finding main idea

The main idea is the most important piece of information the authors wants you to know about the concept of the paragraph. Main ideas is central thought around which the whole paragraph is organized. It is usually expressed in a topicsentence; identifies the subject matter. Facts about topic sentence:

c. They often state the main idea of the paragraph

d. Often the first sentence in the paragraph; sometimes at the end or middle.

e. Not all sentence have topic sentences.

f. Main idea is supported by details an a well-written paragraph.

g. When the main idea is not directly stated readders can determine it by discovering the topic to which all the stated details are related.

h. Main idea of whole selection may be determined by examining the main ideas of the individual paragraph and deciding what topic they are related.

2. Interpretive Comprehension

The second level is interpretive comprehension. At this level, student go beyond what is said and read for deeper meanings. They must be able to read critically and analyse carefully what they have read. Students need to be able to see relationships among ideas, For example how ideas go together and also see the implied meaning of this ideas.

At this point, Rubin in Nengsih (2012: 17) further elaborates that some of reading skill in this level require readers to do things as follows:

a. Determining word meanings from context.

b. Finding main idea

c. Reading between the lines or making inference

d. Drawing conclusion

e. Making Generalization

f. Reacognizing cause and effect reasoning

g. Recognizing analogies

3. Critical Reading

Critical reading includes both literal comprehension and interpretation, but also accurs after those two levels of comprehension, when reads critically; he evaluates what he has read.

4. Creative Reading

Creative reading accurs when a readers applies ideas to new situation and recombines the author's ideas with the other ideas to the new idea through the creative reading, the reader creates something new, for instance: an aidea, the solution to the problem, a new of looking at something from the idea got from the text.

Definition of Small Group Discussion Strategy

According to Barker, Small Group Discussion (1987: 159) there are three or more people interacting face to face, with or without an assigned leader in such a way that each

person influences, and is influenced by another person in the group. Johnson (1975: 78) gives solution that students should be arranged so that each student can see all other members of his group and can be heard without shouting and disturbing the other groups. Two opposite tendencies exist with regard to the number of people in a group. The larger the group, the greater is the pool of talent and experience available for solving problems or sharing the effort.

Theory about Small Group Discussion Strategy

1. Theory of transactive Memory Systems

The theory of transactive memory explains how group members, each with their own set of skills and expertise, develop communication networks that help them identify and leverage the skills and expertise of others in the group (Hollingshead, 1998: 73). These network tie to facilitate flows of knowledge within the group, thereby reducing the need for each group member to possess skills or expertise available elsewhere in the group, (Hollingshead, et.al, 2002: 74).

2. Theory of Cognitive Consistency

The theory of transactive memory focuses on what members think other group members know, cognitive consistency theory focuses on whom members think other group members like. Heider's (1958: 9) balance theory posited that if two individuals were friends, they should have similar evaluations of an object. This model was extended and mathematically formulated by Harary, et al (1965: 91).

Two of these theories are particularly relevant for the study of small groups: Whereas both theories focus on group members' cognitions, they differ in their explanation for why group members create and maintain their network ties.

The Process of Small Group Discussion Strategy

Nunan, (1989: 91) states that the classroom organization does not deal directly with the reading process, or with materials, methods, or approaches to teaching reading comprehension. Yet without good classroom organization and classroom management, reading instruction may be totally ineffective. It is enough for teachers to know what organizational patterns and management techniques are conducive in learning.

The setting in the classroom is important. Setting here refers to the classroom arrangements specifying or implying the task, and it also requires consideration whether the task is to be carried out wholly or partly in the classroom. For example, an activity involving small groups will be an important factor influencing roles and relationship. In small group

discussion, the class has to be in charge in each of the group. The writer also believes the discussion group applied to the students at the Eleventh Grade Students s of SMA Negeri 11 Bulukumba still has to get more directions from the teacher. Hence, the students might have opportunity to arrange the chairs and tables in order to have communicative class using a small group discussion in the classroom after they get the instructions from the teacher.

The Advantages and Disadvantages of Small Group Discussion

1. The Advantages of Small Group Discussion

According to Brookfield (1990: 22), the advantages of Small Group Discussion Strategy are:

a. To engage students in exploring a range of perspectives and discovering new perspectives.

b. To increase intellectual ability and to encourage active listening.

c. To increase students' interest and involvement with a topic.

d. To show students that their opinions and experiences are valued.

e. To help develop a sense of group identity.

f. To encourage democratic habits such as valuing participation, respect for others' opinions and tolerance of diversity.

g. The Students have oppportunity to responsibility apropriate their ability.

h. The Students can improve their ability to lead and be lead by.

i. Group is excellent way to discuss and work together.

2. Disadvantages of Small Group Discussion

a. Group work often involved smart students only.

b. This strategy need differ arrangement sit and differ teaching strategy too.

c. Successful strategy of this group work suspended to ability students to lead the group or work alone.

Conceptual Framework

The conceptual framework underlying the research is given in the following diagram :
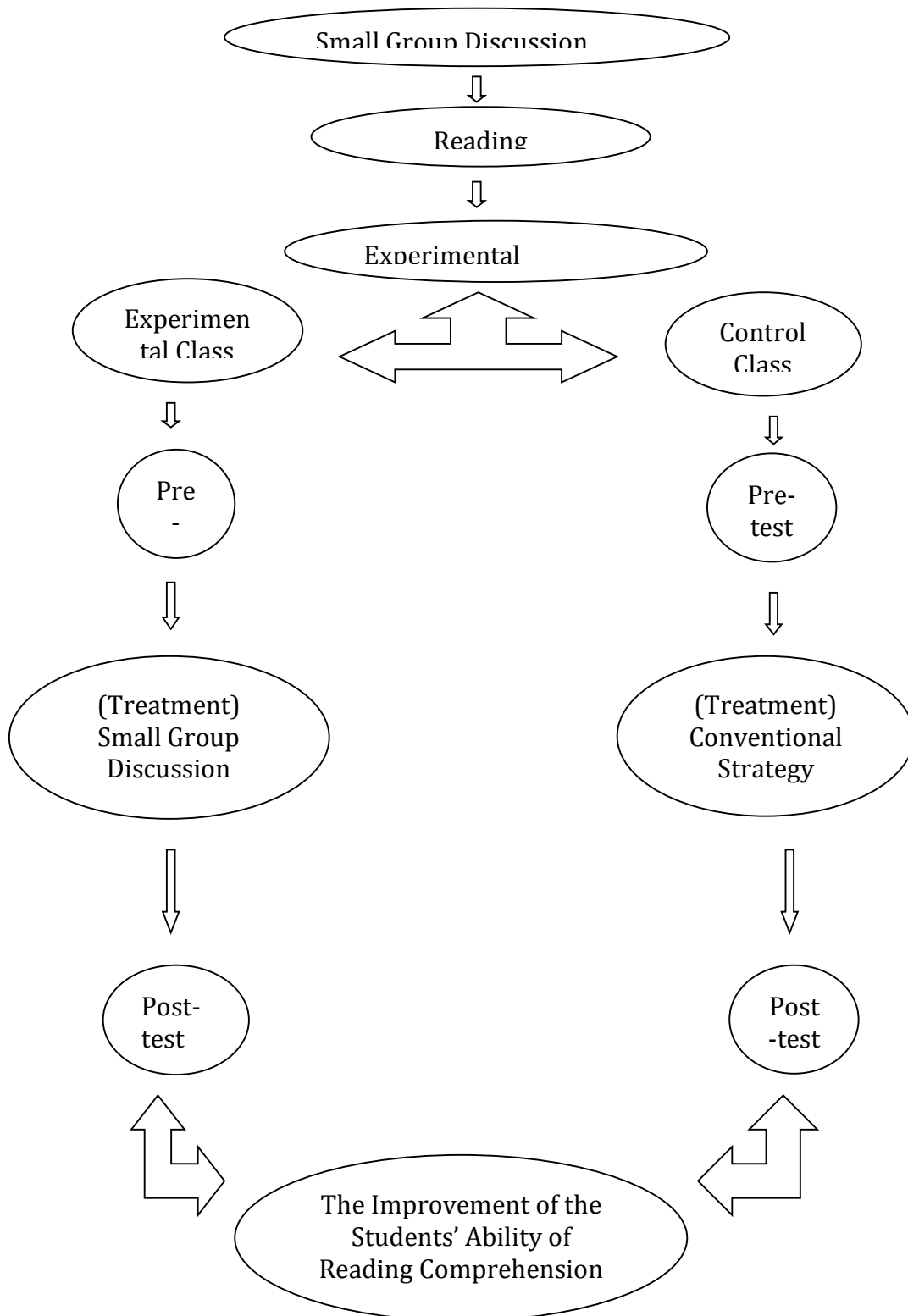

Figure 1

The goals of the conceptual framework above is to find out the effectiveness of Small Group Discussion Strategy in improving the students' reading comprehesion ability. So, this framework presenting how the way that used by the researcher to conduct quasy experimental design that have two classes, they are experimental class and control class. The experimental class are consists of pre-test, treatment (Small Group Discussion Strategy), Post-test and the control class are consists of Pre-test, Treatment (Conventional Strategy) and Post-test.

The Conceptual framework above consists of Input, Process and output. The input itself consist of reading comprehension with using Small Group discussion Strategy in conducting experimental research. Furthermore, the process of research are consists of pre-test, treatment and post-test. The treatment of the experimental class is different with control class. The experimental class using Small Group Discussion Strategy whereas control class using Conventional Strategy. So that, we can get a comparison between two of treatment above. And the last, post-test is conducted after the treatment. Hopefully, the researcher can know the effectiveness of Small Group Discussion Strategy in improving the students' reading comprehension after conducting this conceptual framework.

Hypothesis

Based on the conceptual framework above, the hypothesis of this research can be formulated as follows:

1. Null hypothesis (H_0): The use of Small Group Discussion Strategy is not effective in improving the students' reading comprehension ability.

2. Alternative hypothesis (H_1): The use of Small Group Discussion Strategy is effective in improving the students' reading comprehension ability.

C. RESEARCH METHOD

Research Design

This research used Quasy Experimental Design, it involved in two classes, those classes took a pretest- treatment-posttest (O_1 X_1 O_2 & O_1 X_0 O_2), one class was given new treatment ($X1$: Small Group Discussion Strategy) and the other was done treatment also but difference name ($X2$: Conventional Strategy). It used a purposive sampling. The design was presented as follows:

Research Design

E	0_1	X_1	0_2
C	0_1	X_0	0_2

Where :
E   : Experimental class
C   : Control class
X_1 : Small Group Discussion Strategy
X_0 : Conventional Strategy
0_1 : Pre-test
0_2 : post-test, (Gay, 2006: 255).

Pre-test

1. The researcher explained what the students did and gave the reading text for the two classes that were taken by purposive sampling to know the students reading comprehension before treatment.

2. The researcher gave score to the students' result test.

Treatment

After giving a pre-text, the researcher treated each class. The researcher gave the treatment for four times, each meeting ran for 90 minutes. The experimental class was treated Small Group Discussion Strategy while the control class was used Conventional Strategy. The materials were taught to both classes were the same.

There were two classes of this research as follows:

1.   Experimental Class

The researcher conducted the pre-test before the experiment. The score of this test reflected the students' reading comprehension ability before they were taught using a Small Group Discussion Strategy in teaching. The experimental class was used a Small Group Discussion as the teaching strategy. The procedure of the experiment were as follows:

a. The students read silently the reading passages for 10 minutes. During this step, individuals thought silently about a question posed by the teacher.

b. Individuals collaborated and exchanged thoughts for 20 minutes.

c. The groups were given 30 minutes to share their responses with other members, other teams, or the entire group.

d. The students did their post-test.

2. Control Class

The researcher conducted the pretest before the experiment. The score of this test reflected the students' reading comprehension ability before they discussed the reading using the Conventional Strategy. The control class used the Conventional Strategy as the teaching strategy. The procedure of control class were as follows:

a. The students read silently the passages given by their teacher for 10 minutes.

b. The students were given for 50 minutes to do a question posed by the teacher. The students were not divided into groups of three, they discussed the reading passages with the setting of classroom.

c. The students did their post test.

The two classess were given the same reading comprehension test, but in different conditions. The control class took the test in a condition where did not divided become small group. Whereas, the experimental class took it in a condition where the students were divided into three people each class. After the administration of the test, all the papers were collected and corrected by the researcher.

Post-test

1. After giving the treatment (for experimental and control class), the students were given a set of written test both experimental and conrol class.

2. The researcher gave score to the students' result test.

Variables and Indicators

Variables

The variable of the research was The Effectiveness of Small Group Discussion Strategy in Improving The Students' Reading Comprehension at the Eleventh Grade Students of SMA Negeri 11 Bulukumba.

There were two variables of this research consists of dependent and independent variable:

a. Dependent variable   : The Students' Reading Comprehension

b. Independent variable   : Small Group Discussion Strategy

Indicator

The indicator of this research was the students' ability in literal comprehension restricted on main idea and supporting details.

Population and Sample

Brown (1981: 81) states that a population is any group of individuals that have one or more characteristic in common that is of interest to the researchers. While according to Gay

(1987: 120), population is the group of interest to the researcher; the group to which she or he would like the results of the study to be generalized. Wiersma (1987: 247), states that a sample, by definition is a subset of the population to which the researcher intends to generalize the results.

1. Population

The population of this research was the students at the Eleventh Grade Students of SMA Negeri 11 Bulukumba. There were four classes in the Eleventh Grade Students consists of two classes of IPA (XI IPA 1 and XI IPA 2) and two classes of IPS (XI IPS 1 and XI IPS 2). The number of students of XI IPA 1 was 28 students, XI IPA 2 was 28 students, XI IPS 1 was 33 students and the last XI IPS 2 was 33 students. So, the total of the population were 122 students.

2. Sample

This research applied purposive sampling technique. This technique determines the sample based on certain consideration. The class of IPA 1 and IPA 2 were selected for the research. The class of XI IPA 1 as an experimental class and XI IPA 2 as a control class. The experimental class was treated by using Small Group Discussion Strategy and the control class was treated by Conventional Strategy. Both classes were chosen as the sample because based on the information of the English teacher that the reading comprehension of these classes were still low. The numbers of experimental class were 28 students, and the numbers of control class were 28 students. So, the total number of all samples were 56 students.

Instruments

According to Kerlinger (1965: 84) instrument is an important tool for collecting the data in a research study. He also says that for the most part, the instrument used to measure the achievement in education in a test. The instrument of this research is writing test. According to Nitko, (1983: 157) test is systematic procedure for observing and describing one or more characteristics of person with the aid of either a numerical of category system. The aimed of pre-test was to get information about the ability of the students before the learning teaching process was done and the aimed of post-test was to get information about the result of the students after learning teaching process was done or the treatment process ends.

Table 1
The scoring of main idea in reading comprehension test.

No	Criteria	Score
1.	The answer includes a clear generalization that states or implies the main idea	4
2.	The answer states or implies the main idea from the story	3
3.	Indicator innaccurece or incomplete understanding of main idea	2
4.	The answer include minimal or no understanding of mainidea	1
5.	No answer	0

(Harmer: 1953: 33 in Azis, 2013: 39).

Score $: \frac{Point}{4}$ x 10

Table 2
The scoring of supporting details.

No	Criteria	Score				
		1	2	3	4	5
1.	Full and Correct answer	20	20	20	20	20
2.	Short Answer	15	15	15	15	15
3.	Incorrect Answer	5	5	5	5	5
4.	No Answer	0	0	0	0	0

(Hecklemen, 1969: 45).

Maximum score : 100

Score $: \frac{\sum x}{Maximum\ Score} \ x\ 10$

Procedure of Collecting Data

In collecting data, the researcher gave a test before and after doing a treatment. The test that used in this research was namely writing test that concluded of literal comprehension restricted on main Idea and supporting details. The test was given to the students at the pre-test and post-test.

1. Pre-test

Before doing the treatment, the students were given a pre-test consist of reading test to measure the students' reading comprehension before the learning teaching process or treatment was done. The researcher provided 60 minutes for the students to answer the questions.

The procedures of pre-test were as follows:

a. The Students were given direction of the test by the teacher.

b. The Students were controlled by the teacher when they do the test.

c. The Students' worksheet were collected by the teacher after the test.

2. Post-test

After the treatment ends, the researcher did the same thing as in the pre-test to measure the reading comprehension of the students after conducting learning teaching process or treatment. The researcher provided 60 minutes for the students to answer the questions.

The procedures of post-test were as follows:

a. Every Student was given a test materials by the teacher.

b. The students were given direction of the test by the teacher

c. The students were controlled by the teacher when they do the test.

d. The students' worksheet were collected by the teacher after finishing the test.

Technique of Data Analysis

The data was collected from reading comprehension test and was analyzed quantitatively. The steps listed as follows:

1. Scoring the students' answer by using the following formula :

$$\overline{X} = \frac{\sum x}{N}$$

Where; X: Mean score

$\sum X$: The sum of all score
N   : The number of students, (Gay, 1981: 298).

2. Classifying the students' scores into seven levels were as follows:

   a. Score 96 – 100 is Classified as excellent

   b. Score 86 – 95 is Classified as very good

   c. Score 76 – 85 is Classified as good

   d. Score 66 – 75 is Classified as fairly good

   e. Score 56 – 66 is Classified as fair

   f. Score 46 – 55 is Classified as poor

   g. Score 0 – 45 is Classified as very poor, (Depdikbud, 1997 in Kamran, (2011: 35).

3. Computing the rate percentage of the students' score by using the following formula:

$$P = \frac{F}{N} \times 100\%$$

Where:
P   : Percentage
F   : Frequency
N   : Total number of students, (Depdikbud, 1985: 28 in Hasrul: 2012).

4. This technique employed to find out the significant difference between pre-test of experimental class and control class and also to find out the significant different between post-test of experimental class and control class. The researcher calculated the value with t-test.

$$t = \frac{\overline{X_1} - \overline{X_2}}{\sqrt{\left[\dfrac{SS_1 + SS_2}{n_1 + n_2 - 2}\right]\left[\dfrac{1}{n_1} + \dfrac{1}{n_2}\right]}}$$

Notes:

$\overline{X_1}$: Mean Score of Group 1
$\overline{X_2}$: Mean Score of Group 2
SS_1 : The sum of all quare of Group 1
SS_2 : The sum of all squares of Group 2
n_1 : Total number of sample of Group 1
n_2 : Total number of sample of Group 2, (Gay, 2006: 349).

After the t-test was found, the result of t-test was compared with the t-table. If t- test was higher than t-table, it means that this research was effective and inversely, if the t-test was lower than t-table, it means that this research was not effective.

D. RESULT AND DISCUSSION

The Students' Mean Score of Main Idea and Supporting Details in Experimental Class and Controlled Class

To find out the answer of the research question in the previous chapter, the researcher was used a written test twice. A pre-test was administrated before the treatment and post-test was administrated after doing the treatment which aimed to know whether there was a significant difference of the students' reading comprehension before and after the treatments were given to the students.

The application of Small Group Discussion Strategy in improving the students' literal comprehension in reading which had focused on main idea and supporting details at the Eleventh Grade Students of SMA Negeri 11 Bulukumba.

After calculating the result of the students' score, the mean score of both indicators in experimental class be presented in the following table:

Table 3
The Students' Mean Score of Main Idea and Supporting Details in Experimental Class

Indicators	Students' Mean Score		Improvement
	Pre-test	Post-test	
Main Idea and Supporting Details	36,7	77,3	40,6

The table 3 above shows in experimental class that, the students' mean score of pre-test was (36,7) and the students' mean score of post-test was (77,3). So, the improvement of the students' mean score of pre-test and post-test was 40,6. It means that, the mean score of post-test was higher than pre-test in experimental class.

Table 4
The Students' Mean Score of Main Idea and Supporting Details in Controlled Class

Indicators	Students' Mean Score		Improvement
	Pre-test	Post-test	
Main Idea and Supporting Details	41,6	71,9	30,3

The table 4 above shows in controlled class that, the students' mean score of pre-test was (41,6) and the students' mean score of post-test was (71,9). So, the improvement of the students' mean score of pre-test and post-test was (30,3). It means that, the mean score of post-test was higher than pre-test in controlled class.

Table 5
The Students' Mean Score of Main Idea and Supporting Details in Experimental Class and Controlled Class

Indicators	Class	Mean Score		Improvement
		Pre-test	Post-test	
Main Idea and Supporting Details	Experimental	36,7	77,3	40,6
	Controlled	41,6	71,9	30,3

Table 5 above shows that in experimental class and Controlled class that, the mean score of experimental class in pre-test was (36,7) and the mean score of controlled class in pre-test was (41,6) as well as the mean score of experimental class in post-test was (77,3) while the mean score of controlled class in post-test was (71,9). It means that, the mean score of controlled class in posttest was lower than mean score of experimental class and the

improvement of the students' mean score of main idea and supporting details in experimental class was higher than controlled class.

The Classification of Students' Pretest and Posttest Scores in Experimental Class

Table 6
The Rate Percentage of Score Experimental Class in Pre-test

No.	Classification	Score	Frequency	Percentage
1.	Excellent	96 – 100	0	0%
2.	Very Good	86 – 95	0	0%
3	Good	76 – 85	0	0%
4.	Fairly Good	66 – 75	0	0%
5.	Fair	56 – 65	0	0%
6.	Poor	46 – 55	6	21,4%
7.	Very Poor	0 – 45	22	78,6%
	Total		28	100%

Table 6 above shows the rate percentage of score of experimental class in pretest from 28 students, none of the student got excellent,very good, good, fairly good and poor. There were 22 (78,6%) students very poor score and 6 (21,4%) students got poor score.

Table 7
The Rate Percentage of Score Experimental Class in Post-test

No.	Classification	Score	Frequency	Percentage
1.	Excellent	96 – 100	0	0%
2.	Very Good	86 – 95	4	14,2%
3	Good	76 – 85	8	28,6%
4.	Fairly Good	66 – 75	16	57,2%
5.	Fair	56 – 65	0	0%
6.	Poor	46 – 55	0	0%
7.	Very Poor	0 – 45	0	0%
	Total		28	100%

While, the rate percentage of score of experimental class in posttest from 28 students as table 7 above shows that none of student excellent, fair, poor and very poor score, 4 (14,2%%) students got very good score, 8 (28,6%) students got good score and 16 (57,2%) students acquired fairly good score.

Based on the result above, it can be conclude that the rate percentage in posttest was greater than the rate percentage in pretest.

1. **The Classification of Students' Pretest and Posttest Scores in Controlled Class**

Table 8
The Rate Percentage of Score Controlled Class in Pre-test

No.	Classification	Score	Frequency	Percentage
1.	Excellent	96 – 100	0	0%
2.	Very Good	86 – 95	0	0%
3	Good	76 – 85	0	0%
4.	Fairly Good	66 – 75	0	0%
5.	Fair	56 – 65	1	3,5%
6.	Poor	46 – 55	10	35,7%
7.	Very Poor	0 – 45	17	60,8%
Total			28	100%

Table 8 shows the rate percentage of score of controlled class in pretest from 28 students, none of the student got excellent, very good, good, fairly good score. There was 1 (3,5%) student got fair score, the students who acquired poor score were 10 (35,7%) and 17 (60,8%) students got very poor score.

Table 9
The Rate Percentage of Score Controlled Class in Post-test

No.	Classification	Score	Frequency	Percentage
1.	Excellent	96 – 100	0	0%
2.	Very Good	86 – 95	0	0%
3	Good	76 – 85	6	21,5%
4.	Fairly Good	66 – 75	15	53,5%
5.	Fair	56 – 65	6	21,5%
6.	Poor	46 – 55	1	3,5%
7.	Very Poor	0 – 45	0	0%
Total			28	100%

While, the rate percentage of score of controlled class in posttest from 28 students as table 9 above shows, none of the students got excellent and very good score. There were 6 students (21,5%) got good score, 15 students (53,5%) got fairly good score, 6 students (21,5%) acquired poor score and just 1 student (3,5%) acquired very poor score.

Based on the table 3 and 4, it can be concluded that the rate percentage in posttest was greater than the rate percentage in pretest.

The significant score between experimental and controlled class can be known by using t-test. The result of t-test can be seen in table 8 as follows:

Table 10
Distribution the Value of T-test and T-table in Pre-test

Variable	t-test value	t-table value
Posttest	3.176	2.000

Hypothesis Testing

The table above shows that t-test value was greater than t-table. The result of the test shows there was significant difference between t-table and t-test (2.000<3.176), it means that, t-table was lower than t-test.

The result of the t-test statistical analysis showes that there was significant difference between the experimental class who got treatment by using Small Group Discussion Strategy with controlled class who got treatment by Conventional Strategy, difference both of them was high enough. The statement was proved by the t-test value (3.176) which higher than t-table value (2.000), at the lavel of significance 0.05 and the degree of freedom $(N_1 + N_2)-2 = (28 + 28) - 2 = 54$.

The result of the statistical analysis at the level of significance (P) 0.05 with degrees of freedom (df) = n-1, where n = 28 indicated that there was a significant difference between the mean score of the post-test of controlled class was (71.9) and the mean score of post-test of experimental class was (77.3) . In addition the t-test value was greater than the t-table value that is (2.000<3.176) it means that the null hypothesis (H_0) was rejected and alternative hypothesis (H_1) was accepted.

Seeing the result above, it can be concluded that the null hypothesis (H_o) was rejected and while alternative hypothesis (H_1) was accepted. So, teaching English through Small Group Discussion Strategy is effective in improving the students' reading comprehension.

E. DISCUSSIONS

In this part, discussion deals with the interpretation of findings derived from the result of findings are based on the problem statement as follow:

How is the effectiveness of Small Group Discussion Strategy in improving the students' reading comprehension ability at the Eleventh Grade Students of SMA Negeri 11 Bulukumba?

1. The Improvement of the Students' Reading Comprehension through Small Group Discussion Strategy

Description of the data collection through the test as explained in the previous section shows that the students' reading comprehension was better after giving treatment by Small Group Discussion Strategy. Because before giving treatment of class experimental in pre-test from 28 students, none of the student got excellent,very good, good, fairly good and poor. There were 22 (78,6%) students very poor score and 6 (21,4%) students got poor score and pre-test of controlled class, there were 28 students, none of the student got excellent, very good, good, fairly good score. There was 1 (3,5%) student got fair score, the students who acquired poor score were 10 (35,7%) and 17 (60,8%) students got very poor score. Besides, post-test of controlled class from 28 students, where none of the students got excellent and very good score. There were 6 students (21,5%) got good score, 15 students (53,5%) got fairly good score, 6 students (21,5%) acquired poor score and just 1 student (3,5%) acquired very poor score. It means that the rate percentage of the post-test for both classes were higher than the pre-test.

After giving treatment of class experimental, the reading comprehension of the students' post-test of experimental class from 28 students, where none of students got very poor, poor, fair and excellent score, 4 (14,2%) students got very good score, 8 (28,6%) students got good score and 16 (57,2%) students acquired fairly good score. It means that the rate percentage of the post-test for both classes were higher than the pre-test.

From the explanation above, the researcher analyzed that Small Group Discussion Strategy could improve the students' literal comprehension restricted on main idea and supporting details where the students' mean score of post-test in experimental class was higher than controlled class.

2. The Effectiveness of Small Group Discussion Strategy in Improving the Students Reading Comprehension

Table 3 showed in experimental class and controlled class that the mean score of the students' post-test in experimental class was higher (77.3) than the students' post-test in controlled class (71.9) and the improvement of the students' mean score of main idea and supporting details in experimental class was higher than the controlled class.

The condition in the classroom, when I gave the test both of pre-test or post-test as well as treatment in experimental class was different with controlled class because by using Small Group Discussion Strategy in experimental class, the researcher felt easy to do a treatment and the learning teaching process in the classroom was comfortable. It's different with controlled class the researcher felt difficult to do a treatment because by using Conventional Strategy, the management of the students in the classroom wass low enough and the learning teaching

process looks boring. So, the researcher concludes that by using Small Group Discussion Strategy in the classroom was effective and comfortable in learning reading comprehension.

Thus, the alternative hypothesis (H_1) there is significant different between the result of pre-test and post-test is accepted. In addition, the null hypothesis (H_0) is rejected. The t-test value is greater (3.176) than t-table value (2.000) for the degree of freedom (0.05).

Viewing the discussing above. It can be argued that the Eleventh Grade Students Students of SMA Negeri 11 Bulukumba was effective in learning reading comprehension by using Small Group Discussion Strategy. Further, the researcher concluded that using Small Group Discussion Strategy in learning can help the students to understand the reading text.

F. CONCLUSION

Based on the research findings and discussions in the previous chapter, the following are the conclusions:

1. The use of Small Group Discussion Strategy is able to improve the students' literal comprehension restricted on main idea and supporting details at the Eleventh Grade Students of SMA Negeri 11 Bulukumba. It was proved by the students' mean score in experimental class of post-test was greater than pre-test (77,3 > 36,7).

2. The use of Small Group Discussion Strategy is able to improve the reading comprehension of the students. It was proved with the result of the statistical analysis at the level significant 0.05, which it indicates that t-test value was 3.176 higher than t-table was 2.000 or 3.176 > 2.000.

3. The use of Small Group Discussion Strategy in improving the students' reading comprehension is effective. It was proved with the alternative hypothesis (H_1) there is significant different between the result of pre-test and post-test is accepted. In addition, the null hypothesis (H_0) is rejected.

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