

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The researcher had the research conducted since 22 September 2018. This research had been carried through six steps. They involved try out test, pre-test, three time treatment, and post-test. To find out the influence of using Small Group Discussion, the researcher identified several result, they were: the score of student before treatment and the score of student after treatment, the differences between students score in pre-test and post-test and from the different between students who are thought by using Small Group Discussion Technique and those by Conventional Teaching Technique in teaching learning process, they were teaching reading comprehension, especially in SMAN 1 Sungai Loban, Tanah Bumbu

The researcher used 20 questions multiple choice for the pre-test and post-test. The test given before and after the student followed the learning process was provided by the researcher. This test was given for experiment class and control class. Before the activities were conducted, the teacher determines the material and lesson plans. The experiment classes learn by Small Group Discussion Technique, while the control class used Conventional Teaching Technique.

The first treatment was administered October 9th2018. The student felt extremely surprised when the new teacher came. The lesson behind by greeting and introduction he who caused the student felt curious to know the next step of teaching learning process. The topic in the first treatment is “**global warming**

1. Teachers guide students in forming small group discussion.

Teacher help students choose the members of the group. Students are divided into several groups based on small group discussion technique rules with three or six students within a group.

2. Teacher gives the material about analytical exposition text and the students in each group predict it.

Teacher not only provide the material, but also help students to explain what they should do such as after getting the material each students in group have to prediction by looking at the title of the text first to know what the text about. After they got what the text about, they can discuss their information or knowledge that related with the text.

3. The students discuss a topic in their group and teacher move around the class.

After they finished the prediction activates, they begin to discuss it with their members of their group respectively. In this activity the students have opportunity to communicate each other in order to make the group be more active and comprehending the text. While, the teacher should observe the group discussion to make sure that all members participate in their own group

discussion. The teacher also gives limitation time when the students should finish the discussion. After they finished in discussion, to make sure that their prediction is true or not they read the text together

4. Then, each group discusses about their discussion result to another group.

After getting the discussion between members of their own group and got the information of the text, the representative of each group discuss the result of their discussion to another group.

5. The teacher explains about the material.

Teacher help students to explain in details what they have learned and the teacher may give corrections if any

6. Finally, each student tries to answer the questions that have been prepared in the text.

After discussion between groups and teacher, each student tries to answer the questions individually based on the tasks that have been provided by the teacher

The Second treatment was administered on October 17th2018. It was better than the first treatment because the student felt accustomed in teaching learning process though Small Group Discussion Technique. The researcher did not almost the same activity to begin the class. The second meeting is topic “**the importance of breakfast**”.

The third treatment was administered on October 24th2018. The teacher helps the activity as usual from beginning until closing. The activities in third meeting still same with the first and second meeting. Third meeting is topic” **seat belts**” The result in this meeting was better than previous treatment, because the student had been familiar with the technique.

B. Data Analysis

This research was conducted to know whether there is significant the effectiveness of Small Group Discussion Technique in Teaching Reading Comprehension (an experimental study at SMAN 1 Sungai Loban, Tanah Bumbu). The total number of the sample was 50 students, two classes as control class and experiment class.

The instrument of this research was test. Pre-test consist 20 multiple-choice items and post-test consist of 20 multiple-choice items. Pre-test was conducted previously on October 1thfor class MIA 2 as control class and October 3th MIA 4 as the experiment class. The per-test was administered in order to see the students score in Reading analytical exposition text.

After conducting the three meeting of using Small Group Discussion Technique the researcher gave the post-test to the sample. The post test was conducted November 5th for the control class November 7th experiment class.

1. The Effect of Small Group Discussion Technique in Reading Class on Students' Reading Comprehension.

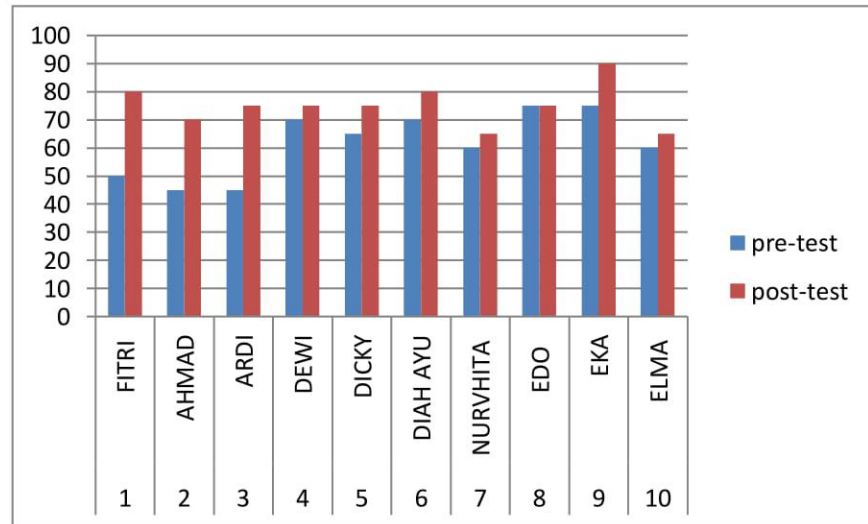
Table 4.1 Result of Experiment Class and Control Class Pre-test

	Experiment class	Control class
	Pre-test	Pre-test
Mean	58	59,4
Maximum	75	75
Minimum	40	45
Sum	1450	1485

The pre-test was administered in order to know students Reading comprehension before the treatment. It can be seen from pre-test score of student Reading comprehension in experiment class and control class. After the data were analyzed, the result showed that the mean score pre-test in the control class was 59, 4. The highest score was 75 and the lowest was 45 in the completing test.

While in experiment class the mean score was 58, the highest score was 75 and the lowest score 40 in which there were 1 student scored 40 in the completing test.

Graphic 4.2 Score Pre-Test and Post-Test an Experimental Class



Based on the Graphic 4.2 above the comparison between score of pre-test and post-test at experiment class, shows that the score of post-test is better than the score of pre-test. That is $73,8 > 58$

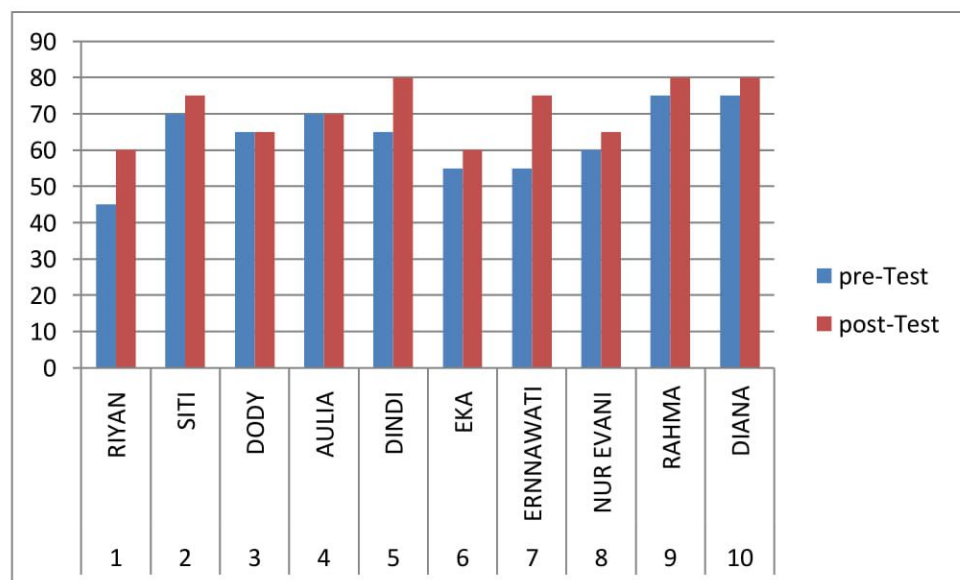
Table 4.2 Result of Experiment Class and Control Class Post-Test

	Experiment class	Control class
	Post-test	Post-test
Mean	73,8	67,2
Maximum	85	85
Minimum	55	50
Sum	1845	1680

The post-test was administered in order to know students Reading comprehension after the treatment. It can be seen from pre-test score of student Reading comprehension in experiment and control class. After the data were analyzed, the result showed that the mean score pre-test in the control class was 67, 2. The highest score was 85 and the lowest was 50 in the completing test.

While in experiment class the mean score was 73, 8 the highest score was 85 and the lowest score 55 in which there were 1 student scored 55 in the completing test.

Graphic 4.2 Score Pre-Test and Post-Test an Control Class



The graphic above showed about the comparison between score of pre-test and post-test at the control class. According to the graphic above there is no significant score between pre-test and post-test.

4.3 Result of Normality Test

The researcher tested normality test after get score of student in Reading comprehension Pre-test and Post-test of analytical exposition text test using SPSS 22. *One- Sample Kolmogorov-Smirnov* test by the value of significance (α) = 0.05

a. The Hypothesis are:

H_o : The data have normal distribution

H_a : The data do not normal distribution

b. The test criteria

If value > significant ($\alpha = 0,05$). It means that H_o was accepted

If value < significant ($\alpha = 0,05$). It means that H_a was accepted

Table 4.3 Pre-Test of Normality

Pre-test of Normality

Score	Group	Kolmogorov- Smirnov			Shapiro- Wilk		
		Statistic	Df	Sig	Statistic	Df	Sig
pre- Test	Experiment	,129	25	,200	,933	25	,101
	Control	142	25	,200	9,09	25	,029

Table 4.4 Post-Test of Normality

Post-test of Normality

Score	Group	Kolmogorov- Smirnov			Shapiro- Wilk		
		Statistic	Df	Sig	Statistic	Df	Sig
post- Test	Experiment	194	25	0,16	,898	25	0,16
	Control	162	25	0,90	,943	25	,174

Based on the table 3 above, the researcher compared of normality in pre-test using Kolmogorov-Smirnov. The researcher used Kolmogorov-Smirnov because subject of the research are 25 students. The result of normality in pre-test of experiment class was 0,200 with significant 0, 05. It can be concluded that the result pre-test higher than the significant 0, 05. Furthermore, the normality of control was 0,200 with the significant 0, 05. Therefore, the data pre-test of experiment and control class was normal distribution.

Based on the table 4, the researcher compared of normality in post-test using Kolmogorov-Smirnov. The result of normality in post-test of experiment class was 0, 16 with significant 0, 05. It can be concluded that the result pre-test higher than the significant 0, 05. Furthermore, the normality of control was 0, 90 with the significant 0, 05. Therefore, the data pre-test of experiment and control class was normal distribution.

4.5 Result of Homogeneity Test

The researcher tested homogeneity test after he got score of student reading comprehension in experimental and control class (pre-test and post-test of Reading comprehension in analytical exposition by using SPSS) is Test of *Homogeneity of Variances* by the value of significance (α) = 0.05.

a. The hypothesis are:

H_o : The variance of the data homogeneous

H_a : The variance of the data is not homogeneous

b. The criteria of the test as follows:

H_o Is accepted if Sig > a = 0, 05

H_a Is accepted if Sig < a = 0, 05

Table 4.6 Test of Homogeneity of Variances

Levine Statistic	Df1	Df2	Sig
0,20	1	48	0,888

Based on the table 4.6, the result of homogeneity test (pre-test) of experiment and control class was 0,888 higher than the significant 0, 05. It means that the data was homogeneity.

Table 4.7 Test of Homogeneity of Variances

Levine Statistic	Df1	Df2	Sig
8,058	1	48	0,07

Based on the table 4.7, the result of homogeneity test (post-test) of experiment and control class was 0,07 higher than the significant 0,05. It means that the data was homogeneity .

4.8 Result of Hypothetical Test

Hypothetical test could be done after the result of normality and homogeneity test were fills. Therefore, the researcher used the hypothetical test using SPSS, independent sample T-test.

The hypothesis formula:

- a. H_a : There is significant difference between the students who are taught by using Small Group Discussion Technique than those who are taught by using Conventional Teaching Technique (lecturing method)
- b. H_o : There is no significant difference between the students who are taught by using Small Group Discussion Technique than those who are taught by using Conventional Teaching Technique (lecturing method)

The criteria of accepted or rejected of the hypothesis test were:

- . H_0 Is accepted if Sig (value) $\geq 0,05$
- . H_a Is accepted if Sig (value) $\leq 0,05$

Table 4.8 Independent Sample T-test

T	Df	Sig(2-Tailed)
2,765	48	0,08

Based on the result obtained in independent sample T-test in Table 8, that the Sig (2-Tailed) = 0,08 < Sig (value) = 0,05 so H_a is accepted. Based on the computation, it can conclude that there is significant difference between the students who are taught by using Small Group Discussion Technique than those who are taught by using Conventional Teaching Technique (lecturing method)

2. The Difficulties of Students in Teaching Reading Comprehension through Small Group Discussion?

There are three questions for finding main ideas passages. The question items for getting the main idea are questions 6, 9, and 18.

Table 4.9 Students Difficulty in Answering Main Idea Questions

(Experiment class)

No	Question Items Number	The number of Incorrect Answer	Percentage of difficulty per question item	Total of Students
1	6	18	72%	25
2	9	19	76%	
3	18	21	84%	

The result reveals that (72%) of the students answered question number 6 incorrectly. It shows that the questions are categorized difficult. Furthermore, it is (76%) of the students answered questions number 9 incorrectly. It means that the questions categorized difficult. Moreover, (84%) of the students answered question number 18 incorrectly. It means that the questions categorized very difficult.

There are two question items asking the students to find out the most similar words which could replace the words presented in the passages. The question items for getting the vocabulary are questions 17 and 20

Table 4.10 Students Difficulty in Answering vocabulary Questions

(Experiment class)

No	Question Items Number	The number of Incorrect Answer	Percentage of difficulty per question item	Total of Students
1	17	22	88%	25
2	20	18	72%	

The student difficulty in understanding vocabulary of the passage varied. There are (88%) of the students answered question number (72%) incorrectly. It means that the question is categorized difficult. Otherwise, of the students answered question number 20 incorrectly. It means that the question is categorized difficult.

The researcher provided two question items to find out the difficulty in making sentences of the passage. The question items number for making sentences appeared in question. The question items for getting the vocabulary are questions 5 and 19

Table 4.11 The Students Difficulty in Answering Phrase and Sentences Questions. (Experiment class)

No	Question Items Number	The number of Incorrect Answer	Percentage of difficulty per question item	Total of Students
1	5	18	72%	25
2	19	20	80%	

The result shows that of the students (72%) answered question number 5 incorrectly. It shows that the questions are categorized difficult. Meanwhile the students (80%) answered question number 19 incorrectly. It shows that the questions are categorized difficulty.

There are two question items asking the students to find out the most similar words which could replace the words presented in the passages. The question items for getting the vocabulary are questions 17 and 20

Table 4.12 Students Difficulty in Answering Vocabulary Questions

(Control class)

No	Question Items Number	The number of Incorrect Answer	Percentage of difficulty per question item	Total of students
1	17	18	72%	25
2	20	22	88%	

The students' difficulty in understanding vocabulary of the passage varied. There are (72%) of the students answered question number 17 incorrectly. It means that the question is categorized fair. Otherwise, (88%) of the students answered question number 20 incorrectly. It means that the question is categorized difficult.

There are three questions for finding main ideas passages. The question items for getting the main idea are questions 6, 9, and 18.

Table 4.13 Students Difficulty in Answering Main Idea Questions

(Control class)

No	Question Items Number	The number of Incorrect Answer	Percentage of difficulty per question item	Total of Students
1	6	19	76%	25
2	9	18	72%	
3	18	18	72%	

The result reveals that (76%) of the students answered question number 6 incorrectly. It shows that the questions are categorized easy. Furthermore, it is (72%) of the students answered questions number 9 incorrectly. It means that the questions categorized difficult. Moreover, (72%) of the students answered question number 18 incorrectly. It means that the questions categorized very difficult

C. Discussion

Based on the finding of the research, it was found that the student were taught by using Small Group Discussion Technique have increased their improving reading comprehension. It might be due to in small group discussion the students were highly involved in reading process they had to explore the text and related it daily life.

Additionally on the result of the pre-test before Small Group Discussion Technique was implement, the ability of the student to comprehend the text was lower. After the treatments and post-test was conducted, it found that there was significant difference between the experiment class and control class where the post-test score of the experiment class was higher. It could be seen from the mean in pre-test of control class was 59, 4 and in the post-test was 67, 2 while the mean of pre-test score of experiment class was 58 and in the post-test was 73, 8. It means that the most improvement was in the experiment class. Small Group Discussion Technique was implemented in the process of teaching reading. The technique made students interested in reading lesson. Then student was easier to comprehend English text.

In general, the teaching learning process, the student cooperated well thought third treatment. Based on the analysis of the data and the testing of hypothesis, the result of calculation by SPSS Version 22 found that hypothesis null H_0 was rejected and the hypothesis alternative H_a was accepted. Therefore, it can be concluded that there is significant difference between the students who

are taught by using Small Group Discussion Technique than those who are taught by using Conventional Teaching Technique .

For the main idea questions, most of the question items of this type considered a difficult question for students MIA 4 as experiment class. Moreover, a total of 25 students in question number 18 can only be answered by (84%) students. The main idea question is the most very difficult questions for students. Furthermore for students MIA 2 as control class same difficulties main idea question there are 25 students as sample for question number 18 it can be only answered by (72%) students.

The test item number 5 and 19 are sentences and phrase questions. Two question items of two questions are categorized difficult question. Those item number 5 and 19. Sentences and phrase question is considered as difficult question for the students. Meanwhile, vocabulary questions, most of the question items of this type considered a difficult question because of the questions number 17 students who answer incorrectly are larger than students who answer correctly.

From the discussion above, some difficulties faced by the students of SMAN 1 Sungai Loban, Tanah Bumbu in reading comprehension text are answering main idea questions, answering vocabulary, answering phrase and sentences.