

Using Small Group Discussions to Examine Students' Perceptions of Recount Text

Jilan Fisabilillah Haya Wina
1810631060172@student.unsika.ac.id

Wahyudin Fitriyana
Wahyudin.fitriyana@staff.unsika.ac.id

Sumarta
sumarta@fkip.unsika.ac.id

Universitas of Singaperbangsa Karawang

ABSTRACT

The purpose of this study is that students are involved in learning reading comprehension through small group strategies in class reading and to find out students' perceptions of learning reading comprehension through small group strategies. This research is a qualitative descriptive design with a case study method. Participants in this study were all students of class VII A SMPN 5 Karawang, and 5 students were interviewed. The data collection technique that the authors use is observation to observe student behavior during learning to read comprehension using small group techniques. In addition, the writer also uses semi-structured interviews to find out students' perspectives in learning reading comprehension using small groups. The data that has been obtained is analyzed using a qualitative technique proposed by Miles & Huberman. The analysis consists of three activity flows, namely: data reduction, data presentation, drawing conclusions/verification. The results showed that students find it helpful to learn reading comprehension with small group strategies because they collaborate with their group mates.

Keywords: Perceptions; Small Group Discussion; Recount Text

INTRODUCTION

Reading is all activities carried out by readers to obtain information contained in a reading material. reading is the result of the reading process, namely understanding the contents of the reading (Yunus, 2012: 148). when the reader sees the text and able to interpret the meaning of written symbols, correct reading. In other words, reading is an activity that does not take words from the text but must read to read the words that occur in the text. According to Adhini (2017), reading is a useful action since getting data from content and can increase their English capacity by creating. Even though reading is one approach to build information and practice language, many students even though all of them do not understand English content. At that time, the students' concern in understanding the text referred to by the reading instruction method. Qarqeza and Rashid (2017), 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. Therefore, it is important to build students' desire to read. In addition, the main purpose of the reader is to understand the content of reading, so that the reader does not just read, but the reader must know the contents of the reading contained in the text.

LITERATURE REVIEW

Previous Related Study

Nurhamidah (2018), studied "Analysis of Teacher Strategies in Teaching Reading Comprehension at SMAN 2 Padang Bolak". This research is a qualitative method. From the results of the study it was found that the teacher activated the students' schemes to be able to understand the text in reading and reading activities loud. Meanwhile, the problems faced by teachers in teaching are noisy in class, lazy to study, lack of media in learning, and lack of motivation from parents to learn. In this case, it is advisable for the teacher to do several things such as motivating students to study harder, giving advice for those who often make sound errors or fall asleep while sleeping. Studying or changing seats from one place to another, and giving awards or prizes for students who understand the lesson quickly.

Kurnia (2019), studied "The Influence of Using Small Group Discussions on Reading Comprehension in Class VIII SMP 2 Jawilan". The 8 researchers used quantitative methods. The results of student achievement from pre-test to post-test showed that there was a significant difference between the reading skills of students from the experimental class who received treatment and the control class that did not receive treatment.

Suriana Ningsi, Bahrin Amin, & Muh. Arief muhsin (2021) with the title "the use of small group discussion in teaching reading comprehension at junior high school". This study uses a quantitative method by giving tests, namely pre-test and post-test to twenty eighth grade students at SMP Muhammadiyah Camba. This research applied a pre-experimental design. The test given to students is in the form of multiple choice in the form of narrative text reading. The results of this study indicate that the experiment conducted by the researcher on students affects learning outcomes by Using Small Group Discussions in teaching reading comprehension.

The Theory of the Variable.

A. Student perception

Mulyana (2007: 179) states that perception is an internal process that allows us to select, organize, and interpret stimuli from the environment, the process can affect the way we are. In addition, perception is a person's impression of a certain object that is influenced by internal factors, such as behavior under the control of personal and external factors, such as behavior that is influenced by external circumstances

(Ministry of National Education, 2003). According to Robbins, the actor's perception factor is influenced by personal characteristics such as attitudes, motivations, interests or interests, experiences and expectations. Other factors that can determine perception are age, education level, background socio-economic background, culture, physical environment, occupation, personality, and individual life experience.

B. Small group discussion

Small group discussion is a learning process by conducting discussions. Small Groups aim for students to have problem solving skills problems related to the subject matter and problems faced in life daily. Small groups interact globally and face to face regarding certain goals or objectives through exchange information, defending opinions or solving problems. According to Roestiyah (2001:9) Learning Buzz Group is a group which is divided into 2 (two) to 8 (eight) smaller Groups so that if needed this small group is asked to report the results their discussion in large groups. According to Syaiful Bahri Djamarah (2009) The Small Group Discussion method is a way of presenting material lessons, where students are faced with a problem that can in the form of statements or questions that are problematic to be discussed. Small-Group Discussion is a learning process that divides students into small groups and talks with their friends. SGD develops the cognitive and affective abilities of the participant. It is a process of freely sharing information and insights among peers in a welcoming environment under the guidance of the presenter. Individual effort is encouraged to make a strong team with creative ideas.

C. Reading comprehension

Cooper (1986:11) stated that comprehension is a process in which the reader may construct meaning by interacting with the text. In reading comprehension a reader should have knowledge about understanding the reading passage. According to singer (1985) reading comprehension has been defined as an interpretation of written symbols, the apprehending of meaning, the assimilation of ideas presented by the written, and the process of thinking while deciphering symbols. Further, reading comprehension is related closely to the cognitive competence of the readers, because this will produce comprehension. According to F.M Hodgson in a book entitled learning modern languages (1960), reading is a process of obtaining messages conveyed by writers through media in the form of words or written language.

METHOD

Design and Samples

In this study, the author uses descriptive qualitative research that focuses on teacher strategies in online English learning classes. It describes the techniques used by the teacher. Qualitative research is used to describe and analyze the ability, form, uniqueness, variety of words produced by teachers in e-learning classes. According to Creswell (2014:2) qualitative research is research with an approach to

understanding the meaning of individuals or groups and exploring social or human problems. Sutopo and Arief (2010:1) write that qualitative research is research that aims to describe and analyze a phenomenon, event, social activity, attitude, perception of each individual or certain group. This type of research is inductive, where data on location will be the main source of phenomena and problems in the observation process. So it can be concluded that qualitative descriptive seeks to describe a social phenomenon in the form of words. The main purpose of descriptive research is to describe the current state of view. Simply put, this is a fact-finding investigation. In descriptive research, definite conclusions can be accepted, but do not establish a causal relationship. This research uses qualitative research with research design. According to Christensen and Johnson as quoted in Meria Santy Sibarani (2017:13) Qualitative research focuses on understanding the 'insider perspective' of people and their culture, and this requires direct personal and often participatory contact. So, the researcher used a qualitative method to get rich information and a deeper understanding from the perspective of the participants. This research is a descriptive qualitative research that focuses on the teacher's strategy in teaching vocabulary offline.

Instrument and Procedure

1. Observation Checklist

In this method of collection, the researcher will bring a paper containing things that must be observed by the researcher and also a pen to write notes on the observation checklist column. In the statements on observation checklist used in this study made by researchers with sourced to experts (see on Appendixes). According to Jang (2010) state that during teaching instruction, teacher observers were to pay attention to student engagement. Then, the observer notes students' cognitive, behaviors and emotional, as well as their social interactions with others.

2. Interview Guidelines

Interview guide is an instrument that is needed when the interview takes place. Through the interview guide, researchers can conduct interviews in a structured manner according to the interview guide. Interview guide function for researchers to conduct interviews systematically based on some questions in the interview guide. Research instruments are facilities that must be made to accommodate and process various data that will be collected in research. If the research conducted involves a survey, the instrument created is a questionnaire containing questions and answers that are appropriate for research.

Data Analysis

After the researcher conducts research and obtains the required data the next researcher analyzed the data obtained. Wiersma (1991:85) said in qualitative research, data analysis includes classification, description, and synthesis. For the description and understanding of the phenomena under investigation, data reduction is required. In essence, data analysis is useful for drawing conclusions on research

data. There are three stages that the researcher did in analyzing the data. There are three concurrent flows of activity in analysis data. Data reduction data display and conclusion drawing/verification (miles and huberman 2014). The researcher separates the task of evaluating data into three parts based on those statements. Data reduction, data display, and conclusion building. First data reduction. Data reduction means the process of selecting identifying classifying and coding the data that are considered important. When conducting research researchers got a lot of data but not all of them are in accordance with what the researchers want. Therefore researchers selected and adjust data that provide useful information for research.

RESULT AND DISCUSSION

Findings

Small group discussion learning at SMPN 5 Karawang used by researchers can motivate students to learn in reading recount text learning. Small group discussion learning has a positive impact on learning activities because it can be seen that in discussion activities students appear to be more active and enthusiastic and understand more about the material and reading recount texts that have been conveyed in conducting discussions and exchanging ideas using learning with other groups so that the concepts in the material can be mastered properly. Student A "It's fun, ma'am, to be able to learn to discuss with friends." Student B "Studying in groups is more fun ma'am, so you are enthusiastic because you study together."

In learning small group discussions can improve learning outcomes and liveliness can be measured by increasing active asking, answering questions, discussing, and presenting during the course of learning. The various results of these studies are commensurate with the results of the study, that small group discussion learning is a model used in learning where students exchange ideas to solve a problem in a small group. Student C "So you can understand better ma'am and it's fun with small group discussions." Student D "It's fun to be able to share opinions ma'am."

The results of the study show that in understanding English reading, especially in the genre of knowledge, students must be assisted in group discussions led by students who have very good abilities. The principle of mutual learning between students in small discussion groups is a medium for honing English reading comprehension skills.

CONCLUSION

There is an influence on student learning outcomes by using small group discussions in teaching reading comprehension. Student learning outcomes using small group discussions in teaching reading comprehension can be seen in the results of the interviews where the results of the interviews show that students prefer to study on their own compared to small groups. The reason students prefer to study alone is to better understand what the teacher is conveying and if there is a task they

understand more because students do it themselves if they are in groups it is more difficult for students to understand and rely more on those who are smarter to do it. Meanwhile, the results of reading came late to school students read English and interpret it. for class 8A, students understand better how to read English, almost all students understand it, a few students make mistakes when reading English sentences. when deciphering the story some students found it difficult to interpret it and some found it easier to interpret it. the research concluded that there were significant differences between junior high school students' reading comprehension 8A using small group discussions during interviews and group discussions meaning that there was an influence on student learning outcomes by using small group discussions to teach reading comprehension.

REFERENCES

- Ambarsari. H, Syarif. H, Refnaldi. R. Strategy and Students' Reading Habit Towards Students' Writing Ability: Proceedings of ISELT FBS Universitas Negeri Padang [Online] 2018; 119. Available from <http://ejournal.unp.ac.id/index.php/selt/article/view/100155> [Accessed on 5th December 2019]
- Christiani, A. & Mintohari. (2004). Peningkatan Hasil Belajar Siswa Melalui Penerapan Metode Small Group Discussion dengan Model Cooperative Learning. Unpublished Thesis. Surabaya: Universitas Negeri Surabaya.
- Hamann, K., Pollock, P.H., & Wilson, B.M. (2012). Assessing students' perceptions of the benefits of discussion in the context of small group, large class, and offline learning. College Teaching, 60(2), 65–75. Retrieved from <http://dx.doi.org/10.1080/87567555.2011.633407>
- Harmer, J. (1998). How to Teach Reading. Edinburgh: Addison Wesley Longman.
- Hastoyo, S. S. (2010). Improving Students' Speaking Competence through Small Group Discussion. Solo: Thesis-Unpublished.
- Improving Student Learning Outcomes Through the Application of the Small Group Discussion Method with the Learning Model. Unpublished Thesis. Surabaya: State University of Surabaya.
- Fowler, W. (1980).
- Slavin, R. E. (1991). Cooperative learning and group contingencies. Journal of Behavioral Education, 1(1), 105-115
- Sulistyawati, A. E. (2012). The use of cooperative learning in small group discussion in genre-based reading class. Thesis. Post Graduate Program Diponegoro University Semarang (Accessed on 25 March 2023 at 10.35 a.m.)