

PENGUNAAN DISKUSI KELOMPOK KECIL DALAM MENGAJAR MEMBACA

Use of Small Group Discussion in Teaching Reading

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Abstrak

Tujuan penelitian ini adalah untuk mengetahui keefektifan penggunaan teknik Small Group Discussion terhadap prestasi belajar siswa dalam membaca pemahaman teks narrative di kelas X-2 SMA Negeri 1 Pakel. Penelitian ini dilakukan dengan menggunakan metode kuantitatif dengan rancangan *quasi-experimental pre-test and post-test design*. Penelitian ini dilakukan dengan melaksanakan prosedur *pre-test* dan *post-test*. *Pre-test* diberikan untuk melihat kemampuan dasar siswa dalam membaca sebelum penerapan metode *small group discussion* dilakukan. *Post-test* akan mengukur keefektifan penerapan metode diskusi kelompok kecil terhadap prestasi membaca siswa. Data dikumpulkan dari 20 butir soal yang diujikan kepada siswa sebelum dan sesudah penerapan metode *small group discussion*. T-test digunakan untuk menghitung data dan untuk menguji hipotesis. Hasil penelitian menunjukkan bahwa $t_{\text{observasi}} > t_{\text{tabel}}$ ($0 > 2,093$) yang berarti Hipotesis Nol (H_0) ditolak dan Hipotesis Alternatif (H_a) diterima.

Kata Kunci:

Kelompok Kecil
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Keywords:

Small Group
Discussion
Teaching Reading

Abstract

The purpose of this study was to determine the effectiveness of using the Small Group Discussion technique on students' achievement in reading comprehension of narrative texts in class X-2 SMA Negeri 1 Pakel. This research was conducted using a quantitative method with a *quasi-experimental pre-test and post-test design*. This research was conducted by carrying out the *pre-test* and *post-test* procedures. The *pre-test* is given to see the students' basic ability in reading before the application of the Small Group Discussion method is carried out. The *post-test* will measure the effectiveness of applying the Small Group Discussion method to students' reading achievement. Data were collected from 20 test items that were tested on students before and after the application of the Small Group Discussion method. T-test is used to calculate data and to test hypotheses. The results showed that $t_{\text{observation}} > t_{\text{table}}$ ($0 > 2.093$) which means that the Null Hypothesis (H_0) is rejected and the Alternative Hypothesis (H_a) is accepted.

PENDAHULUAN

English is a global language that serves as a means of communication for all nations and countries worldwide. The capacity to communicate in English is one of the most crucial skills for students to have since English has become an international language utilized in the worlds of education, technology, politics, and commerce, as well as the world's most extensively used method of communication.

The Ministries of National Education emphasizes the necessity of learning English with three goals in mind: increasing the capacity to interact in English, both orally and in writing, as well as the ability to

listen, speak, read, and write. the importance of English as a foreign language for students to have multicultural insights and be able to participate in cultural diversity (Sindiknas, 2000). The Ministries of National Education also requires Indonesian students to be able to grasp and communicate information, thoughts, and feelings in English, as well as promote the study of science, technology, and culture (Sindiknas, 2003).

Based on the data, during the PLP at Pakel I Public High School it was found that several students in class X-2 had a fairly good vocabulary because at this time access to knowing English vocabulary was easy to obtain. Gadgets, internet, computers and

social media use English on average, but when students are given new English vocabulary, only a few students remember them, and when asked again, students prefer to look at and use their electronic English dictionary.

The difficulties faced by the students of SMAN 1 Pakel include reading, grammar, and lack of self-confidence. When students were asked to come forward to present their work, most students still felt embarrassed because they could not speak English. This is caused by the lack of vocabulary that students have.

Therefore the researcher wishes to assist students by employing a small-group discussion method in order to boost students' self-confidence and allow students to assist one another on learning to read English language.

Research Problem

Is there any significant difference on student interest in learning to read English before and after experiencing small group discussion?

Objectives of The Research

This study aims to determine whether there is an increase in reading in English that occurs after the introduction of the small group discussion method to high school students.

Significance of The Research

1. For Student

Thof this study will allow students to experiment with the process in learning English during lessons through small group conversations.

2. Teachers

Only This study attempts to determine whether or not small group conversations have an impact on the process of acquiring English reading.

3. For Researchers

This research will be helpful in the development of a service system, particularly in the reading.

METODOLOGI

Research Design

On this study, the authors used quantitative research. The quantitative technique is a method for checking out objective idea with the aid of examining the relationship between variables (Creswell, 2009). those variables may be measured, commonly with devices, and the ensuing numbered information may be analyzed statistically. The quasi-experimental technique become used because the layout on this study. As a researcher running with big organizations, a quasi-experimental design is the right research design. Quantitative studies determine what will be studied, asks unique questions, collects measurable records from participants, analyzes those figures the use of information, and conducts objective and goal investigations (Creswell, 2008). Researchers can see the outcomes of at least one unbiased variable and one or more dependent variables in the have a look at.

Operation Refinition of Variable

In this chapter the researcher explains the operational definition in this study, namely the group discussion method for X -2 grades of SMA NEGERI 1 PAKEL. Small group discussion, in which big classrooms are divided into small groups of students to accomplish certain goals, enabling students to take more responsibility for their own education, develop social and leadership abilities, and participate in different educational methodologies. From the explanation above, we can conclude that small group discussion is a technique in which more than one individual in small groups exchange ideas orally to achieve results in teamwork, and they may assume more responsibility for their own education, develop social and leadership abilities, and involve themselves in alternative instructional approaches. As result, this strategy is better suited for learning.

Reading is the process of looking at a series of written symbols and deriving meaning from them.

When we read, we use our eyes to receive written symbols (letters, punctuation, and spaces) and we use our brains to convert them into words, sentences, and paragraphs that communicate something to us. Reading can be silent (in our heads) or aloud (so others can hear).

Teaching-Learning Process

1. The First Meeting

At the first conferences, the researcher brought herself and approached college students so that students ought to get hold of the lesson nicely. The researcher additionally explained the goals and objectives of the studying. The researchers take a look at the attendance list with the aid of mentioning it one after the other. The researchers also gave wonderful and academic questions related to the narrative text. The motive of this query is so that researchers can see college students' English comprehension skills in order that researchers can effortlessly divide organizations based totally on students' English knowledge. The researcher divided the students into 5 groups and each organization consisted of four college students. After that, the researcher gave a pre-test sheet in the shape of Malin Kundang and Toba Lake analyzing texts. After the initial take a look at turned into given, the researchers requested the students to finish it within forty mins. decide basic abilities of the students before researchers did remedy. in spite of everything, students finished the questions given, the researcher asked students to gather the solution sheets that had been answered. earlier than ending the meeting in elegance, the instructor informs the scholars about what will do at the following meeting.

2. The Second Meeting

In the 2nd meeting, researchers entered and greet the students. Researchers checked the attendance listing to open activities and called the names of college students separately. The

researcher also defined the gaining knowledge of goals. The researchers divided college students in step with their respective groups. every institution consists of 4 college students. The researcher explains narrative textual content and examples. After explaining, the researcher gave one instance of studying text to each institution. earlier than finishing the meeting in class, researchers and students finish the lesson and the researcher explains the lesson plan at the subsequent meeting.

3. The Third Meeting

Within the third assembly, researchers welcomed teaching inside the classroom. The researcher tests the attendance listing at the outlet pastime and mentions the names of college students one by one. The researcher also defined the mastering objectives. After that, the researcher requested about the instructions taught on the preceding meeting and explained again approximately examples of narrative texts. on the quit of the lesson, the researcher delivered the lesson plan at the subsequent meeting.

4. The Fourth Meeting

On the fourth meeting, researchers welcomed the scholars. The researcher checks the attendance listing at the opening pastime and mentions the names of college students one by one. The researcher also explained the learning targets. After that, the researcher gave examples of garlic narrative text in each group to read and interpret the that means of the analyzing. on the end of the lesson, the researcher delivered the lesson plan at the following meeting.

5. The Fifth Meeting

On the fifth assembly, researchers welcomed the students. The researcher tests the attendance listing at the hole activity and mentions the names of students one by one. The researcher additionally defined the gaining knowledge of targets. Then, the researcher offers a post-test

about Cinderella and Pinocchio to the scholars to answer. The researcher gave forty mins to do the a couple of-preference questions which totalled twenty numbers. After finishing operating on the questions, the researcher gathered and defined the lesson plans for the next meeting.

6. The Sixth Meeting

On the 6th assembly, researchers welcomed the students class. The researcher assessments the attendance list at the outlet pastime and mentions the names of students separately. The researcher also explained the mastering objectives. on the 6th meeting, the researchers gave prizes to the organization that had the very best score and additionally to all students. and at the give up of the assembly, the researcher stated goodbye to all college students and instructors.

Research Variable

In this reasearch, there are two variables, namely the independent variable. Independent variable was the variable which give influence to dependent variable. While the dependent variable was the variable that is influenced by independent variable. So, in this reasearch the independent variable was the small group discussion. While the dependent variable Teaching Reading.

Population and Sample

The researcher conducted a test at SMA NEGERI I Pakel, 2022/2023 college 12 months. The population of this examine had been students of grade X-2 of Senior high faculty. the entire quantity of students or population is 36 college students. The sampling method for this study turned into purposive sampling. it is said to be purposive due to the fact this research sampling method is determined with the aid of sure considerations. The pattern taken become 10 students from one magnificence. The researcher applied the small organization discussion approach inside the experimental class and the entire magnificence teaching method that had been utilized by the trainer

turned into carried out within the control magnificence. before the researcher carried out the observe, she ensured that the students within the class had the identical characteristics by way of engaging in a pre-observation, which was watching the coaching and gaining knowledge of method in the classroom teaching and getting to know system in the classroom once and checking the students' studying scores from their original instructors. After that, it will likely be determined which students have the identical characteristics. The researcher also gave a pre-test to the students inside the class to discover which students have the same characteristics by using searching at their grades.

Data Collection Technique

In this study, researchers will use test techniques in collecting data. This test is used to find out how effective the small group discussion method is in increasing students learning of class X-2 SMAN I PAKEL. Pre-test and post-test will be given to the students to determine the increase of student achievement in class.

1. Pre-test

Pretest is a test that functions to find out and measure the ability of each class, whether the ability of one class to another class is different or the same.

2. Post-test

The post-test was given to students to find out whether there was an increase in students' speaking skills in class after learning and the treatment applied to students.

Tabel I. The Material of Meeting

Meeting	Pre-test Material
I	Read and Answer the question of "Malin Kundang" narrative text Treatment Material
II	Read and understand narrative text Post-test Material
III	Read and Answer the question of "Toba lake" narrative text

The Technique of Data Analysis

After collecting the facts, the initial evaluation turned into first finished to peer if the facts have been qualified for the t-test a look at speculation trying out. The initial evaluation became consisted of examined which have been the normality and homogeneity that were achieved via SPSS 17 with the importance level of 0.05. The information can be said commonly allotted and homogenous if the Sig. Displayed is better than 0.05.

1. Normality Test

A normality test used is to determine whether or not the information from populace spread usually or not. The reason of the normality test is to make sure the distribution facts taken from the population had regular distribution or now not.

2. Homogeneity

Homogeneity test is to recognize whether the variance in population of the research is homogenous or now not. Homogeneity test become used to degree the statistics of populace whether or not it's far homogenous or heterogenous.

Further, the writer analyzed the facts which taken from each classes 8-1 and 8-2. Analyzing the statistics changed into the ultimate step of the research to get the result of the studies. On these studies, the writer used T-test method as a way of facts evaluation. T-test was used to understand the effectiveness of the usage of small group discussion method and to understand the distinction of college students" rating in both experimental class and controlled class.

Right here is the form of the T-test:

$$t_o = \frac{Mx - My}{SE Mx - SE My}$$

Mx = Mean of Variable X

My = Mean of Variable Y

SE = Standard Error

X = Experiment Class

Y = Control Class

N = Students

to = t observation

Prior to the calculation of T-test there are several procedures to be taken. They are as follows:

1. Determining Mean of Variable X, with formula:

$$Mx = \frac{\sum X}{N1}$$

2. Determining Mean of Variable Y, with formula:

$$My = \frac{\sum y}{N2}$$

3. Determining Standard Deviation Score of Variable X, with formula:

$$SDx = \sqrt{\frac{\sum X^2}{N1}}$$

4. Determining Standard Deviation Score of Variable Y, with formula:

$$SDy = \sqrt{\frac{\sum y^2}{N2}}$$

5. Determining Standard Error Mean of Variable X, with formula:

$$SE Mx = \frac{SDx}{\sqrt{N1 - 1}}$$

6. Determining Standard Error Mean of Variable Y, with formula:

$$SE My = \frac{SDy}{\sqrt{N2 - 1}}$$

7. Determining Standard Error of Different Mean Variable X and Mean of Variable Y, with formula:

$$SE Mx - My = \sqrt{(SE Mx)^2 + (SE My)^2}$$

8. Determining t0, with formula:

$$t_o = \frac{Mx - My}{SE Mx - SE My}$$

9. Determining the Degree of Freedom (df), with formula:

$$df = N1 + N2 - 2$$

Research Instrument

The researcher gave students oral tests to apply the small group discussion method to students' speaking skills. The questions designed by the author for the speaking test use interaction with the small

group discussion method. In this method, students are divided into 5 groups and then the writer asks them to discuss certain topics.

Example of pre-test and post test questions.

PRE-TEST

Name :

Class :

Malin Kundang

Once upon a time, that a poor family consisting of a mother and her son named Malin Kundang. Because his father had left him, the mother must work hard to be able to raise a family. Malin was the son of the wise but a little bit naughty. When he is about to go up, Malin feel sorry for his mother who always used to work hard live it. Then Malin ask permission for going about looking for a job in the big city.

"Mom, I want to go to town. I want to work to be able to help mom here." pinta Malin.

"Don't leave the mother alone, son. Mom just got you here." said the mother refused.

"Let me go, mom. I pity seeing mom continued to work until now." said Malin. "Well son, but remember don't forget mom and this village when you have success there," Said the teary mother of ari's eyes.

The next day, Malin went to the big city with the use of a ship. After several years of hard work, he succeeded in the city of rantauannya. Malin is now a wealthy man who even had a number of merchant ships. And Malin had married a beautiful woman there. News about Malin who became a wealthy man to the one to his mother. The mother was very happy to hear it. He is always waiting at the beach every day, hoping the older si wayangnya eyes back and raised his mother. drajat But Malin never came.

One day istiri Malin asked about mother Malin and want to meet with him. Malin was not able to resist the desires of the wife of a very loved it. That the journey towards preparing Malin village using a private ship pretty great. Eventually the matter came to his village Malin, along with his wife and his men.

Hear the arrival of Malin, the mother felt very excited. she even ran to the beach to immediately see her son.

"What is it my son Malin, ya? This your mother, you remember" asked her mother.

"Malin Kundang, my son, why are you going so long without sending the news?" He said while hugging Malin Kundang.

His wife, who was surprised at the fact that the old lady, smelly, filthy who embraced her husband, said: "So, the smell of old lady, this is the mother you filthy, Malin" Because of the shame, Malin Kundang soon let go of his mother's arms and pushed him to fall. "I didn't know you poor old woman," said Malin. "The Foundation of the old lady had no idea myself, any just claim to be my mother." Advanced Malin snapped. Hear the words of his children like that, the mother feels sad and angry. He did not suspect, and the very disayanginya turns into a child of sin. "Oh my God, if he is a true son of mine, I beg give doom him and Fox was the one she so rocks." the prayer of his mother's wrath.

Based on the Text above, please answer the questions.

1. Who is Malin?

- a. A son who loves his mother
- b. A son who cares with his mother
- c. A son who betrays his mother
- d. A son who always with his mother

2. What Malin's mother does to malin?

- a. Leave Malin alone
- b. Accompany Malin until the end of the time
- c. Curse Malin into a rock
- d. Apologize Malin

3. Where malin meets his mother?

- a. In his home
- b. In a beach
- c. In cafe
- d. In a station

4. What malin's wife does?
 - a. Care with malin's mom
 - b. Love malin's mom
 - c. Did not care with malin's mom
 - d. Talk to malin's mom
5. What do you learn from the story of Malin Kundang?
 - a. Never be a cruel son/daughter
 - b. Leave our old mom
 - c. Give our mom money
 - d. Meet our mom
6. What malin said to his mom before he went to the city?
7. What is the moral value of malin kundang?

POST TEST

Name :

Class :

The Story of Toba Lake

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily life.

One day, while the man was do fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He felt in love with her and proposed her to be his wife. She said; "Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster". The man made the deal and they got married, lived happily and had a daughter.

Few years later, his daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father's lunch. Unfortunately, he found out and got furious, and shouted; "You damned daughter of a fish". The daughter ran home and asked her mother. The

mother started crying, felt sad that her husband had broken his promise.

Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

Based on the Text above, please answer the questions

1. What is the complication in paragraph 3?

- a. The mother started crying, felt sad that her husband had broken his promise.
- b. His daughter would help bringing lunch to her father out in the fields.
- c. His daughter was so hungry and she ate his father's lunch.
- d. The daughter ran home and asked her mother.
- e. The man shouted and be furious.

2. Finally, what did happen to the man?

- a. He sunk
- b. He turned into a lake
- c. He turned into a fish
- d. He turned into an island
- e. He attacked by earthquake

3. What can we learn from the text above?

- a. We must obey our parents
- b. We must not break our promise
- c. We must not eat our father's meal
- d. We must go fishing to find a golden fish
- e. We must run to the hill if there is earthquake

4. What is the best title of the text above?

- a. Toba Lake and Samosir in North Sumatera
- b. The man, the fish and their daughter
- c. The story of Samosir island
- d. The man and the gold fish
- e. The story of Toba Lake

5. What is the resolution of the second paragraph?
- The man made the deal and they got married, lived happily and had a daughter.
 - He felt in love with her and proposed her to be his wife
 - He caught a big golden fish in his trap.
 - Surprisingly, this fish turned into a beautiful princess.
 - Semua benar.
6. Why did the mother feel sad and start crying?
7. What did happen when the mother prayed after her husband broke his promise?

HASIL DAN PEMBAHASAN

Description of The Data

This chapter describes trendy description of records received via researcher at some point of the studies. The facts were accumulated from the end result pre-test and post-test.

for the duration of this study, the researcher gave substances to students approximately narrative texts with reading as the point of interest of abilities. Small organization dialogue strategies are carried out in elegance after students have performed the pre-test. As for the post-test, given to look the improvement of students.

The validity and realibility tool become carried out before the researcher administered the test to lessons. There have been 7 numbers of questions given to the 20 college students of class X-2 SMA NEGERI I PAKEL.

Tabel 2. The data of Pre-Test and Post-Test

Student	Pre-test	Post-test	Gain Score
1	60	65	5
2	45	55	10
3	55	60	5
4	65	70	5
5	75	85	5
6	70	80	10

7	40	50	10
8	65	75	10
9	55	65	10
10	45	55	25
11	60	65	5
12	65	70	5
13	65	70	5
14	40	60	20
15	50	65	15
16	70	75	5
17	65	75	10
18	45	60	15
19	55	60	5
20	75	75	0
$\sum n = 20$	$\sum Y_0 = 1160$	$\sum Y_1 = 1345$	$\sum Y_2 = 180$
SUM	1160	1345	180
AVERAGE	58	67,25	9
MAX	75	85	
MIN	45	50	

$$M_{\text{pre-test}} = \frac{\sum Y_0}{N} = \frac{1160}{20} = 58$$

$$M_{\text{post-test}} = \frac{\sum Y_1}{N} = \frac{1345}{20} = 67,25$$

$$M_{\text{gain}} = \frac{\sum Y_2}{N} = \frac{180}{20} = 9$$

From the description of the score in class above, it is able to be visible the lowest and the highest rating of 20 students inside the class. the lowest score inside the pre-test was 45 and the best rating became 75 with a median of 58. After the researcher gave the scholar cloth about narrative text, the author gave the students post-test. The data showed in the post-test is the lowest score become 50 and the highest score was 85. And the average of the post-test is 66,22. It can be seen that in the class could only gained score about 9 points.

Data Analysis and Hypothesis Testing

1. Analysis of Pre-test and Post-test

Tabel 3. Descriptive Statistics

	N	Minimum	Maximum
Pre-test	20	40.00	75.00
Post-test	20	50.00	85.00

Valid-N (listwise)	20
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It can be seen from the table above that in the Pre-Test with a total of 20 students, the minimum results are getting 40 points, the maximum is 75 points, the Mean is getting 58,75 points, the standard deviation is 11,45%. And in the Post-Test with a minimum of 20 students the results get 50 points and the maximum number gets 85 points, the Mean gets 67,25 points, the std. Deviation is 9,24%

Tabel 4. Paired Samples Statistics

		Mean	N	std. Deviation	Std. Error Mean
Pair I	Pre-test	58.7500	20	11.45644	2.56174
	Post-test	67.2500	20	9.24449	2.06713

From the table above it can be seen that in the Pre-Test with 20 students getting a mean of 58,75 points, std. Deviation getting 11,45% and std. Error mean get 2,56%. In the Post-Test with 20 students getting a Mean of 67,25 points, std. Error Mean getting 2,06%.

Tabel 5. Paired Samples Correlations

		N	Correlations	Sig
Pair I	VAR00001 & VAR00002	20	.922	.000

Tabel 6. Paired Samples Test

		Paired Differences							
Pair		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2- tailed)
					Lower	Upper			
Pair I	Pre-Test - Post-Test	-8.50000	4.61690	1.032	-10.66078	-6.33922	-8.233	19	.000
				37					

2. Data Analysis

Hypothesis testing is the last step to find out the answer of hypothesis. From the hypothesis test, it will be found whether Small Group Discussion technique gave positions effect to students or not. To analyze the hypothesis the writer used T-test formula below:

$$t_0 = \frac{M1 - M2}{SEM1 - M2}$$

M1 = Mean of variable I

M2 = Mean of variable 2

SE = Standart Error

X = Experiment Class

Y = Control Class

N = Students

t_0 = t observation

And the statistic calculation can be seen as follows:

Determine the Mean of Variable X with formula:

$$M_X = \frac{\sum X}{N_1}$$

$$M_X = \frac{180}{20} = 9$$

Determine the Mean of Variable Y with formula:

$$M_Y = \frac{\sum Y}{N_2}$$

$$M_Y = \frac{180}{20} = 9$$

Determine the Standard Deviation Score of Variable X with formula:

$$SD_X = \sqrt{\frac{\sum X}{N_1}}$$

$$SD_X = \sqrt{\frac{9^2}{20}} = \sqrt{4} = 2$$

Determine the Standard Deviation Score of Variable Y with formula:

$$SD_Y = \sqrt{\frac{\sum Y}{N_2}}$$

$$SD_Y = \sqrt{\frac{9^2}{20}} = \sqrt{4} = 2$$

Determine the Standard Error Mean of Variable X with formula:

$$SE_X = \frac{SD_Y}{\sqrt{N^2 - 1}}$$

$$SE_X = \frac{2}{\sqrt{20 - 1}} = \frac{2}{3,47} = 0,57$$

Determine the Standard Error Mean of Variable Y with formula:

$$SE_{M_Y} = \frac{SD_X}{\sqrt{N^2 - 1}}$$

$$SE_{M_Y} = \frac{2}{\sqrt{20 - 1}} = \frac{2}{3,47} = 0,57$$

Determine the Standard Error of different Mean of Variable X and Mean of Variable Y with formula:

$$SE_{M_x} - SE_{M_y} = \sqrt{(SE_{M_x})^2 + (SE_{M_y})^2}$$

$$SE_{M_x} - SE_{M_y} = \sqrt{0,57^2 + 0,32^2} = \sqrt{0,32} + 0,32 = \sqrt{0,64} = 0,8$$

Determine t_0 with formula:

$$t_0 = \frac{M_x - M_y}{SE_{M_x} - SE_{M_y}}$$

$$t_0 = \frac{9 - 9}{0,57 - 0,57} = 0$$

Determine the degree of freedom (df) with formula:

$$df = N_1 + N_2 - 2$$

$$df = 20 + 20 - 2 = 40 - 2 = 38$$

3. Hypothesis Testing

This research was conducted to answer the question whether the Small Group Discussion Technique affects students' ability to read narrative texts in class X SMA Negeri I Pakel. To provide answers to the questions above, the Alternative Hypothesis (Ha) and the Null Hypothesis (Ho) are proposed as follows:

- a) Ho (Null Hypothesis) Small Group Discussion Technique has no significant effectiveness in learning reading of narrative text.
- b) Ha (Alternative Hypothesis) Small Group Discussion Technique has significant effectiveness in learning reading of narrative text.

To prove the hypothesis the obtained data from experiment class and control class were calculated by using ttest formula with assumption as follows:

- a) If $t_0 = t_{table}$ in significant degree of 1%, the Null Hypothesis (Ho) is accepted and the Hypothesis Alternative (Ha) is rejected. It means that there is no significant effect of Small Group Discussion Technique on students' reading narrative text ability.
- b) If $t_0 > t_{table}$ in significant degree of 1%, the Null Hypothesis (Ho) is rejected and the Hypothesis Alternative (Ha) is accepted. It means that

there is a significant effect of Small Group Discussion Technique on students' reading narrative text ability.

Based on the statistical calculation above, the value of t_0 is 0 and the degree of freedom is 38 with 1% degree of significance is used by the writer. Based on the significance, it can be seen that on degree of freedom of 38, and in 1% degree of significance the value of t_{table} 2.093. By comparing the result of t_{table} and t_0 in the degree of significance of 1%, it can be seen that $t_0 > t_{table}$ ($0 > 2.093$).

Based on those results, a conclusion can be drawn that the Ho was rejected, meanwhile the Ha was accepted.

Discussion

The research findings above show that student post-test scores are better than students' pre-test scores. This interpretation is based on the ratio of the average score of students before and after getting learning with the Small Group Discussion technique. After students get learners with SGD techniques, the average student post-test score is 67.25. Whereas before students get learning with SGD techniques, the average student pre-test score is 58.

Based on the result of analysis data, the value of t_{table} in the degree of significance of 1% was 2.093. Then the value of t_0 was 0 (Zero). It means that the Null Hypothesis (Ho) was rejected and the Alternative Hypothesis (Ha) was accepted. Therefore, it can be inferred that Small Group Discussion Technique has effectiveness in learning reading of narrative text. The t-observation ($t_0 = 0$) which is higher than t_{table} ($t_{table} = 2.093$) shows that the effectiveness of Small Group Discussion Technique is significant in learning reading narrative text. The effectiveness of Small Group Discussion Technique in learning reading narrative text can be seen from After students get learners with SGD techniques, the average student post-test score is 67.25. Whereas before students get learning with

SGD (Small Group Discussion) techniques, the average student pre-test score is 58, that the use of Small Group discussion is effective.

KESIMPULAN

Based on the results of pre-test and post-test data analysis, there is a significant difference between the achievement of students' reading in the experimental class and the control class. The experimental class is taught to read using small group discussion techniques in teaching narrative text has a higher score (67.25) than the control class (58).

Furthermore, based on the result of ttest formula, which figure out the hypothesis testing, it is shown that $t_{observed} (t_o) > t_{table} (tt) = 0 > 2,407$. It means that the result of this study indicated small group discussion technique is effective. From this study, the writer Concluded that Small Group Discussion Technique is effective in learning reading comprehension of narrative text.

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