

LAPORAN PENELITIAN HIBAH BERSAING



THE EFFECTIVENESS OF SMALL GROUP DISCUSSION, COOPERATIVE AND
COMPUTER ASSISTED TECHNIQUES IN TEACHING READING
(TAHUN KE-2)

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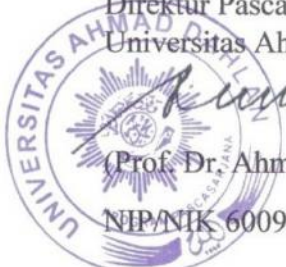
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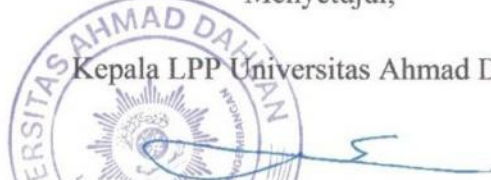


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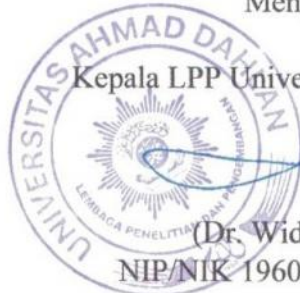


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**A. Research Title: THE EFFECTIVENESS OF SMALL GROUP DISCUSSION,
COOPERATIVE AND COMPUTER ASSISTED TECHNIQUES
IN TEACHING READING**

B. Field of Study: English Education (Research Umbrella)

C. Abstract

Small Group Discussions are intended for presentation of a timely topic, issue, or problem which would generate lively and useful dialogue or debate. Unlike the Workshop format, where the emphasis is on imparting to the audience a particular skill or core set of knowledge (for example), Small Group Discussions offer an ideal venue for the sharing of ideas, strategies, and opinions. A cooperative is an autonomous association of people united voluntarily to meet their common economic, social and cultural needs and aspirations through a jointly owned and democratically controlled business. Cooperatives include non-profit community organizations and businesses that are owned and managed by the people who use their services (a consumer cooperative); by the people who work there (a worker cooperative); by the people who live there (a housing cooperative); hybrids such as worker cooperatives that are also consumer cooperatives or credit unions; multi-stakeholder cooperatives such as those that bring together civil society and local actors to deliver community needs; and second and third tier cooperatives whose members are other cooperatives. Computer-assisted is an adjectival phrase that hints of the use of a computer as an indispensable tool in a certain field, usually derived from more traditional fields of science and engineering. Instead of the phrase computer-assisted, in some cases the suffix management system is used. This research is conducted to investigate the existence of the effectiveness of using those three techniques in teaching reading. This study focused on analyzing the reading texts. The data are analyzed quantitatively and elaborated qualitatively.

Keywords: *Small Group Discussions, Cooperative, Computer Assisted, Reading.*

CHAPTER I

INTRODUCTION

A. Background of the Study

Reading is an activity with a purpose. A person reads in order to gain information or verify existing knowledge, and may also read for purposes of enjoyment. Someone may read in order to critic ideas of the writer making it an interactive process that goes between the reader and writer. Such interaction deepens the understanding of the message being conveyed. With comprehension, there is understanding.

Comprehension is essential in all aspects of learning. In learning English, there are four skills that must be learned by the students. One of the skills that the students' need to acquire is reading. The aim of teaching reading is to make students able to read the text in English effectively and efficiently. Reading cannot be ignored from English because reading is a vital factor that influences writing, listening and speaking skills.

Reading comprehension can be defined as the level of understanding of the passage or text. It is an active thinking process that deepens not only the comprehension skills but also on the students' experiences and prior knowledge. Comprehension involves understanding the vocabularies, seeing the relationships among words and concepts, organizing ideas, recognizing the author's purpose, making judgments, and doing evaluation. Furthermore, reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. Understanding goes beyond merely reading textual information

mechanically. To do such, children make use of developmental models or representations of the meaning of the text ideas during the reading process.

The Small Group Discussion (SGD) technique is a cooperative learning technique that holds each student in a group accountable for learning the materials. In this technique, the students have to work in group and conceptualize/think together to solve the problem with all the members of the group. The entire member has responsibilities to know the answer because nobody knows who will be called by the teacher to present the answer. SGD technique provides an incentive from students to be able to harness their interest in socializing to academic agenda, discover ideas from the team mates and learn from them.

Morse and Wingo stated that effective teaching is doing the appropriate thing for the individuals in a particular group to direct him/her toward a specified goal. This means that the teacher must provide appropriate materials and methodologies and other inputs in order to achieve the desired learning outcomes. A teacher must be creative in choosing ways to teach the lesson by using strategies that that will facilitate better understanding, motivation, and stimulation to increase reading comprehension. As one of the strategies, the researcher applied Small Group Discussion (SGD) technique to test its effectiveness in reading comprehension.

Based from the researcher's experience in teaching undergraduate students of Faculty of Letters, a lot of students have difficulties in listening, writing, speaking, and most especially in reading the text. Many students find it boring to read. The limited vocabularies make it hard for students to read and all the more make it difficult to comprehend. This situation is aggravated by the limited use of teachers with the appropriate teaching technique. The teacher simply uses traditional technique to teach all the texts from the beginning lesson until the end of the lesson using the traditional

method. As we know, different materials have different difficulties. Thus, the teacher needs to give the different techniques for each lesson. In fact, the English teachers at English Letters Faculty of Letters Ahmad Dahlan University do not use variety of teaching techniques to learning process in reading classes is only conducted by asking the students to increase the students' ability in comprehending reading texts. The teaching and read the passage, find out the meaning of difficult words, answer questions based from the text, and collect the students' reading assignment. Therefore, the teacher needs a certain technique to make students able to comprehend texts with meaning and purpose.

This situation prompted the researcher to conduct a study that will help enhance the reading skill and comprehension of the students using Small Group Discussion (SGD) technique as an intervention measure.

B. Theoretical Framework

This study was anchored from the Cooperative Learning Theory espoused by Johnson supported by the Reading Comprehension Theory of Grabe and Stoller. Johnson's theory expounds that the success of cooperative learning is crucially dependent on the nature and organization of group work. This requires a structured program of learning carefully designed so that learners interact with each other are motivated to increase other's learning. Cooperation is working together to accomplish shared goals. Within cooperative situations, individuals seek outcomes beneficial to themselves and all other group members. Cooperative learning is the instruction use for small groups discussion through which students work together to maximize their own and each other's' learning, teachers must closely monitor how groups are functioning and progressing, intervening when necessary to help students resolve issues with learning objectives or other group issues arising from improper

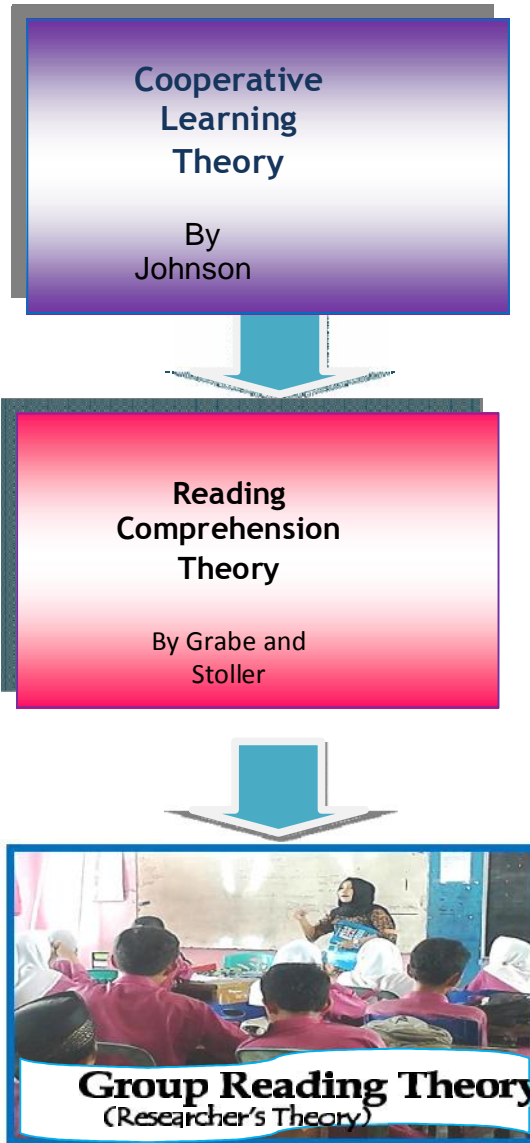
interpersonal skills that the teacher may need to teach.

When compared to individual learning within a classroom, cooperative learning strategies offer additional advantages. Instead of only one student at a time responding to a question that was asked by a teacher, multiple groups discussing the same question at the same time allows students to participate and discuss the questions simultaneously. It seems obvious also that when three or four students are attempting to solve a problem or answer a question together, it helps them to think critically and creatively. Caution must be used, however, when using cooperative learning because if not properly structured, some students will be able to benefit from the work of the other students in the group without contribution from them.

Johnson said that, the more important cooperative language learning by the students if they consist of heterogeneous learning groups with stable membership whose primary purpose is to allow members to give each other the support, help, encouragement, and assistance they need to succeed academically.

Figure 1

THEORETICAL PARADIGM



The above-mentioned theory is supported by Grabe and Stroller's Reading Comprehension Theory. According to Grabe and Stroller, there are five student roles in reading and comprehending a text: (a) taking an active rather than taught and only the learners can do learning, (b) monitoring comprehension, to monitor their own comprehension, if they do not understand a text, find out why and adopt a strategy that will improve the matter; (c) learning text talk , a good reader carries on a dialogue with the text; (d) taking risk ,they have got take the risk of making mistakes and they don't won't learn much if they don't do this, and (e) learning not to cheat oneself, it certainly leads to personal development, interest and enjoyment, students who do not want to learn can easily cheat on many of the activities .

Grabe and Stroller's theory is closely related to the theory of Cooperative Learning by Johnson because one way of improving the reading skill and comprehension of the students of English Letters Faculty of Letters Ahmad Dahlan University is to use of cooperative learning. In other words, the adoption of cooperative learning specifically the use of Small Group Discussion (SGD) Technique has a great impact in improving the reading comprehension of students.

From the foregoing theories, the researcher proposes her own theory entitled Group Reading Theory. The researcher believes that by using Small Group Discussion (SGD) technique, the students' reading comprehension level will be improved. Group reading theory tells that when students work in groups, they learn better. The group members cooperate by casting their prior knowledge for which other members can learn from, especially in reading narrative text. By using this technique, all of the students can respond to whatever questions raised efficiently and effectively.

The researcher's theory has a strong relation with the main and supporting theories because Group Reading Theory can be considered as a technique in cooperative learning. In this study, the main target of the researcher is to improve the student's reading ability and reading comprehension. By adopting the student's role in reading comprehension as outlined under the reading comprehension theory of Grabe and Stoller, there is a great possibility on the part of the students to clearly understand every text of the selection he/she reads.

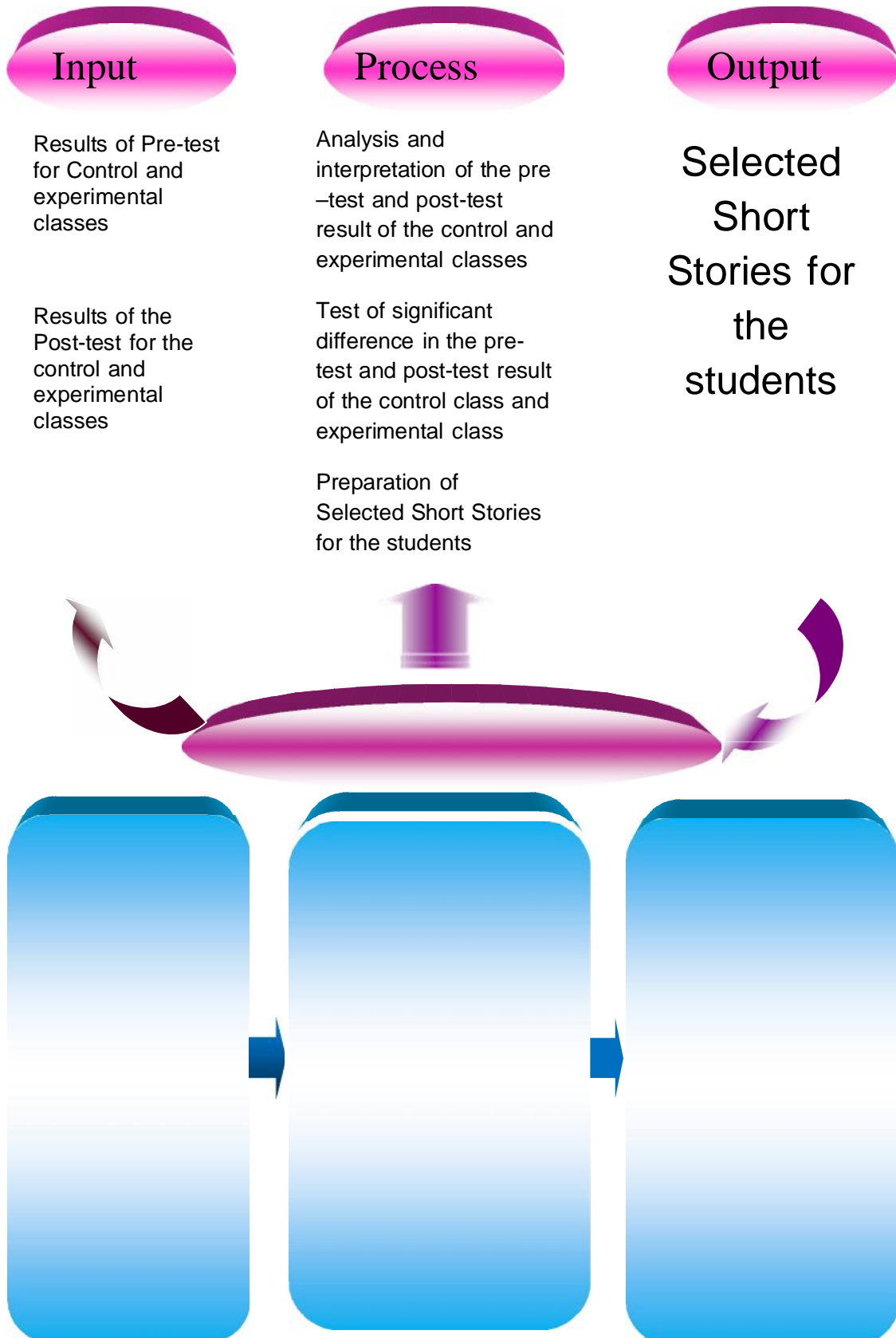
Therefore, the ultimate purpose of the researcher in the conduct of this study is to determine the effect of Small Group Discussion (SGD) technique to measure the students' reading comprehension.

C. Conceptual Framework

In this study, the inputs, process and outputs are used as the concept paradigm that is clearly mention in the diagram below.

Figure 2

CONCEPTUAL PARADIGM



Feedback

Model as basis in the conceptualization and preparation of this study.

- 1. Input.** The input of the study includes the result of the pre-test and post- test for the control class and the use of Small Group Discussion (SGD) Technique in the pre-test and post-test of the experimental class.
- 2. Process.** The process includes the treatment using Small Group Discussion (SGD) Technique; the analysis and interpretation of the data; and the test of significant difference in the pre-test and post-tests results of both the control and experimental classes; and the preparation of selected stories for the students using the Small Group Discussion (SGD) technique in teaching.
- 3. Output.** The researcher came up with “Selected Short Stories for the Students” that will be used in cooperative learning using Small Group Discussion (SGD) Technique.
- 4. Feedback loop.** The feedback loop serves as an evaluation and monitoring instrument in order to determine the effects of using Small Group Discussion (SGD) technique as a cooperative learning method in teaching reading and in improving the comprehension level of the students.

D. Statement of the Problem

The study aims to determine the Effect of Small Group Discussion (SGD) technique in reading comprehension among the students. Specifically, this study seeks answers to the following questions:

1. What is the result of the pre-test and post-test between the control class and experimental class?

2. Is there a significant difference in the results of the pre-test and post-test between the control class and experimental class?
3. What SGD technique can be proposed to improve the students' reading comprehension?

E. Assumptions

The study is premised on the following assumptions.

1. The results of the pre-test and post-test between the control class and experimental class vary;
2. The proposed SGD technique will enhance students' reading comprehension.

1. Null Hypothesis

There is no significant difference on the pre-test and post-test results of the control class and experimental class.

2. Scope and Delimitation of Study

This study was focused on the reading comprehension of the students of Faculty of Letters, in the second semester of school year 2015-2016 using Small Group Discussion (SGD) technique as the treatment to determine its effect to reading comprehension.

F. Significance of the Study

This research will be beneficial to the following:

1. **Students.** The result of this study will enhance the students' reading comprehension through the selected stories that will allow them think critically. Such will broaden their vocabularies as well.
2. **Teachers.** This study will be beneficial to the teachers because they can make

use of the selected stories to draw the students' interest. Doing so shall pave way towards increased reading comprehension of learners because of keenly selected stories suited to the learners' needs.

- 3. Department of Education.** The output of the study will provide sufficient inputs to the Department of Education to create standard policies cascaded through written memoranda allowing teachers to explore and use strategies that will increase the reading comprehension.

G. Definition of Terms

For clarity and understanding of this study, the following terms are defined operationally and conceptually.

- 1. Control Class.** Refers to the subjects which were not exposed to the treatment.
- 2. Experimental Class.** Refers to the subjects of the study exposed to SGD to determine whether SGD will increase reading comprehension.
- 3. Effects.** Pertain to the outcome or impact of Small Group Discussion (SGD) technique to students of Faculty of Letters.
- 4. Small Group Discussion (SGD).** This is one of the techniques used in cooperative learning. In SGD technique, students are placed in groups and each one is given their respective number (from one to the number five in each group). In this technique, all of the students will be forced to prepare their answers because all of them have the chance of being called through their numbers.
- 5. Reading Comprehension.** A reading and thinking activity that rely on the level intelligence of the reader, his or her speed of thinking ability detect relationship according to Burnes. In this research reading comprehension refers to the student's ability to understand the content of a reading text.

6. Narrative text. This is a story with complicated or problematic events that try to find solutions to the problems. An important part of narrative text is the narrative model and the set of methods used to communicate the narrative through a process of narration.

CHAPTER II

REVIEW OF RELATED LITERATURE AND STUDIES

For a clear understanding of the study, the researcher considered some literatures from books, magazines, internet source, published and unpublished theses and dissertations from UAD and USANT libraries.

A. Reading Comprehension and Cooperative Learning

The word “reading” comes from the word read. The word “read” means people read printed or written words, symbols or diagrams when they look at and understand them. While, “reading” means the activity of looking as an understanding printed word in books and other publication of Hornby. Grellet, reading is an active skill. It constantly involved guessing, predicting, checking, and asking oneself question. Clark and Paivio, pointed out that reading is an active process in which people attempts to extracts ideas, concepts, thoughts, or images from the patterns of words set forth on the printed page.

Gibbons, pronounced that reading can bring readers’ background knowledge of the field, or topic, and their understanding of language systems itself. It means that the prior knowledge had by the readers is an important tool than can help readers comprehend the reading materials. It will guide them to better understanding about something. So that reading activity can improve their knowledge.

Nunan stated that reading is an interactive process between what a reading already knows about given topic or subject and what the writer writes. It can be explained that comprehension is capacity to understand meaning in a text and writer’s idea. It’s not a guarantee that students who have known the meaning of the words can comprehend the text. Therefore, readers should have more concentration in reading activity in order to get better understanding.

As noted by Lyon Reid, skilled reading requires the integration of several skills and abilities. This involves knowledge about phonemes, association of sounds with letter symbols, phonics, reading fluency and comprehension skills, all of which must be applied in varied texts through consistent and frequent practice. Learning to read, according to him, is not a natural process—it requires systematic and well-informed instruction.

B. Reading Comprehension

According to Grellet, reading comprehension should not be separated from other skills. It means that everything that people talk or write is all about everything they have read. Reading relates to reading comprehension. When students are reading, they are doing thinking process by comprehending all the words, phrases, sentences, and paragraphs in order to get the meaning of the text as a whole. Through reading activities, students are expected to be able to understand the meaning of the whole text. Consequently the students must have a good reading ability.

According to Caverly, the type of comprehension and the difficulty of the tasks are products of (a) the selection, (b) the questions, and (c) the reader's background. Clymer then embedded some familiar terms into his taxonomy — popular standards such as main idea, sequence, comparison, cause-effect relationships, and character traits.

According to Twinning, he says, "Reading is what happens when people look at a text and assign meaning to the written symbols in that text. It's means that reading is the process of reader's mind or process of mind activity trying to interpret the perception of symbols that present language.

Villafuerte's study found that the integration of literature in grammar and composition brought about a significant improvement in the students' reading comprehension skills in English. There was a significant difference between the reading comprehension skills of the students who were exposed to the experiments from those who were not given the same opportunity. There was a significant difference between the reading comprehension skills of the students who were exposed to the integration but not given pre-test.

Reading comprehension can be defined as the level of understanding the passage or text. Proficient reading comprehension depends on the ability to recognize words quickly and effortlessly. If word recognition is difficult, the students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read. Nunan, in many reading instruction programs, more emphasis and time may be placed on testing reading comprehension than on teaching readers how to comprehend. Monitoring comprehension is essential to successful reading. Part of that monitoring process includes verifying that the predictions being made are correct and checking that the reader is making the necessary adjustments when meaning is not obtained.

According to Gough's simple view of reading, the ability to identify words accurately and rapidly, together with the general capacity for understanding language, explains practically all the variability shown by readers in their level of written text comprehension.

More specifically, in the view of Caverly et al., developmental readers who received strategic reading instruction over four years outperformed the control group on a standardized test, suggesting that these developmental readers can transfer strategic reading skills to a future curriculum course. This study also revealed that students

who received strategic reading instruction outperformed the control group on the abilities of textbook reading.

Gibbons, stated that comprehension is something that happens inside the readers' head during the process. It requires readers to make inference, predict consequence and relate the text in some way to personal experience.

According to Page, reading is one aspect of the communication processes which includes listening, speaking, reading, and writing. Reading is not a subject but rather information – gathering and utilization process .In other words, reading skills are process skills and reach into all content areas.

According to Grabe and Stoller, there are five roles of students in comprehending a text and these are: a) taking an active rather than taught and only the learners can do learning, b) monitoring comprehension , to monitor their own comprehension, if they do not understand a text, find out why and adopt a strategy that will improve the matter; c) learning text talk, a good reader carries on a dialogue with the text; d) taking risk, they have got take the risk of making mistakes and they won't learn much if they don't do this, and e) learning not to cheat oneself, it certainly leads to personal development, interest and enjoyment, students who don't want to learn can easily cheat on many of the activities.

Nuttal also stated that reading an interactive process between what a reader has already known about a given topic or subject and what a writer writes. Many experts do believe that reading comprehension is both simple decoding process and very complex process.

C. Reading Component

There are some reading components that should be focused on comprehending reading texts. According to Nuttal, reading has five components contained in reading texts, which are appropriate with Junior high school, They are:

1. **Question of Literal Comprehension.** These are question whose answers are directly and explicitly available in the text. Question of this kind could often be answered in the words of the text itself. Such questions are essential preliminaries to serious work on a text. Examples of these questions are:

- a. When did Rahman's wife have an accident?
- b. Why didn't Yusof help his mother?

2. **Question Involving Reorganization or Reinterpretation.** These are question which require the student to obtain literal information from various parts of the text and put it together or to reinterpret information. Such questions are valuable in making the student consider the text as a whole rather than thinking each sentence on its own or making him assimilates fully the information.

Examples of this question are:

- a. Was Akmal playing in the yard?
- b. How old was Yusof?

3. **Question of Inference.** These are the questions that oblige the student to read between the lines implied but not explicitly stated. Question of this kind are considerably more difficult than either of the former component. Because these question require the student to understand the text well enough to work out its implications.

Examples of this question are:

- a. Which people were in Keyla house when the accident happened?

b. In the first paragraph, we may infer that

4. **Question of Evaluation**

Evaluative question involve the student in making a considered judgment about the text in terms of what the writer is trying to do, and how far the writer has achieved it.

5. **Question of Personal Response**

The student is not asked to assess the techniques, by means of which the writer influences them, but simply record his reactions to the meaning of the text.

Reading Component Hughes. According to **Hughes**, components of reading Comprehension questions are:

1. **Identifying Order of Events, Topics.**

It requires readers to scan specific details. While reading, the reader must be able to recognize the factual information in details such as person, places, events, and time. The factual information questions are generally prepared for students and those which appear with W-1 question word. Examples of this question are:

a. What was the stone soup mad of a first?

b. Why did the man visit the women's house?

2. **Identifying Reference**

Recognizing reference words and being able to identify the word to which they refer to will help the reader understand the reading passage. Reference words are usually short and very frequently, pronoun, such as; it, she, he, they, this, are used.

Examples of this question are:

a. What does the word "it" (line 3) refers to?....

b. What does the word “he”(line 6) refers to?....

3. Guessing the Meaning of Unfamiliar Words in Context.

It means that the students could develop his/her guessing ability to the word which is not familiar with him/her by relating the meaning of the unfamiliar words in the text that is read. Examples of this question are:

a. Synonym of the underline word is?....

b. Work have the same meaning with?....

King and Stanley stated that there are five reading components that may help students to read carefully. These are:

1. Finding main idea

Reading is concerned with meaning to a greater extent than it is with form. An efficient reader not only understands the ideas but also the relative significant as expressed by the author. These include finding the main idea of the paragraph consisting of many sentences and selecting the main idea not only in the beginning of the paragraph, but also in the middle and at the last paragraph. Sometimes, the main idea is not stated clearly but just implicitly.

2. Finding factual information

Factual information requires reading to scan specific details. The reader must be able to recognize the factual and certain information in details such as person, places, events, and time. The factual information questions are generally prepared for junior high school students and those which appear with WH questions.

3. Finding the meaning of vocabulary in context

Vocabulary is more than listing the target language words. Vocabulary includes the right and appropriate use of words. It means that the reader could develop

his guessing ability to the word which is not familiar by relating the close meaning of unfamiliar words to the information and the topic of the paragraph.

4. **Identify Reference**

The author uses reference aimed to avoid repeated words or phrase recognizes references and is able to identify the word or phrase to which they refer will help the reader understand the reading passage.

5. **Making Inference**

Inference is a skill where the reader has to be able to 'read between the lines'. King and Stanley divided two main attentions in making inference such as, drawing logical inferences and making accurate predictions.

Understanding is one of the most important aspects in reading although writers do not write out everything they expect to readers' understanding. It is sometimes not necessary and not desirable from the writers' point of view. Writers use language efficiently and recognize what can be inferred from the sentence. In other words, an efficient reader is able to understand implications.

Based from the explanations, the researcher combined the components of reading comprehension questions proposed by King and Stanley. They are:

- a. Finding main idea
- b. Finding factual information
- c. Finding the meaning of vocabulary in context
- d. Identifying reference
- e. Making Inference

This type of question is chosen because it is focused on how good students can comprehend the basic information that can be found from the text.

Understanding is one of the most important aspects in reading although writers

do not write out everything they expect to readers' understanding. It is sometime is not necessary and not desirable from the writers' point of view. Writers use language efficiently and recognize what can be inferred from their sentence. In other words, an efficient reader is able to understand the implications of the texts read.

D. Cooperative Learning

Cooperative learning is defined as group members working together to accomplish shared goals according to Jack Richards to increase the awareness of one's own learning, students should reflect and share their learning experience with their peers. Cooperative learning can be a means to increase learner's awareness of learning.

Cooperative learning is one of the successful teaching strategies that promote higher achievement and greater productivity. According to Kessler, learning cooperatively, where a work for one ad one works for helps students to solve problems in school and allows them to stay in school and support each other both emotionally and academically. In addition, learners are able to improve social development which is beneficial in the workplace. The authors described cooperative learning as one of the most powerful strategies that make a school a more humane place, as the school environment for learning that is deemed safe, ready, and supportive.

E. Small Group Discussion

SGD is one of the techniques to improve reading of texts. SGD is one of the cooperative learning techniques also known as collaborative learning. This technique can solve the problems in teaching and learning process because it helps the teacher build positive relationships among students and raise the achievement of all students

according to Jack Richards.

Small Group Discussion (SGD) technique is a cooperative learning strategy that holds each student in a group accountable for learning the materials. In this technique, the students have to work in group and think together to solve the problem with all the members of the group. The members of the group have the responsibilities to know the answer because nobody knows who will be called by the teacher to present the answer. Cooper stated that SGD technique provides an incentive from students to harness their interest in socializing to academic agenda, to invest the learning of their teammates and to work hard themselves.

SGD is relatively simple and is recommended by Kagan as a strategy especially useful for checking students' understanding of lesson objectives by Kagan & Kagan, 2009. SGD creates positive interdependence and individual accountability within groups of four students since each individual student is potentially responsible for the success of his or her group if their number is called. A successful response equals immediate success for both the group and the individual student. For effective groups, an observer will notice promotes interactions, appropriate use of group learning skills, and respectful, but honest group processing.

Small Group Discussion technique is a technique where students are placed in groups and each person is given number from one to number five in each group. The teacher can use this technique to improve students' skills in reading comprehension where the teacher will ask a spokesperson to answer the question or solve a problem.

There are some procedures of teaching reading through Small Group Discussion (SGD): According to Slavin teaching procedures of SGD are:

1. Students are placed in groups and each person is given a number 5 from one to the maximum number each group).

2. The teacher poses a question and students “put their heads together“ to figure out the answer.
3. The teacher calls a specific number to respond as a spoken person for the group by having students work together in group, this technique ensures that each members knows the answer to problems or question asked by the teacher. Because no one knows which number will be called, all team must be prepared.

According to Olsen and Kagan, the teaching procedures of SGD are:

1. Students number off in teams.
2. Teachers ask a question (usually high - consensus).
3. Head together student literally put their heads together and make sure everyone knows and can explain the answer.
4. The teacher calls a number and students with that number raise their hands to be called on.

Based on the steps, the indicators of SGD used in this research are:

- a. Divide the students into group of four and give each one a number from one to five.
- b. Pose some questions or problems to the class. The students gather to think about the question and to make sure everyone in their group understands and can give an answer.
- c. The teacher asks for an answer by calling a number randomly.
- d. The students with that number raise their hands, and when called on, the students' answer for his or her team.
- e. The other students give respond to their friends answer.
- f. The teacher gives reward for the best group.

CHAPTER III

METHOD AND THEORY

In second and foreign language learning, theorists propose several advantages for cooperative learning are to increased student talk, greater motivation, more negotiation of meaning, and increased amounts of comprehensible input according to Liang, Mohan, Early, Kagan.

A. Methods

Cooperative learning is one method that can be used in teaching and learning process. According to Jack Richards, there are so many kinds of cooperative learning such as, Jigsaw, roundtable technique, Think – Pair – share technique, Solve – Pair – share and SGD technique. In this research, the writer chose the Small Group Discussion (SGD) technique to determine its effectiveness.

According to Jack Richards good deal of research exists in other areas of education suggesting cooperative learning to teaching and learning process especially in classroom activities, is associated with benefits in such key areas as learning. Self-esteem, liking for school, and inter-ethnic relations stated by Slavin 1995; Johnson: 1993 in Jack Richards.

The use of discussion groups, group work, and pair work has often been advocated both in teaching languages and in other subjects. Typically, such groups are used to provide a change from the normal pace of classroom events and to increase the amount of student participation in lessons. In cooperative learning, the group activities are the major of learning and a part of a comprehensive theory and system for the use of group work in teaching. Group activities are carefully planned to maximize student's

interaction and to facilitate student's contributions to each other's learning. CLL activities can also be used in collaboration with other teaching methods and approaches.

Cooperative learning is a part of a more general instructional approach to teaching that makes use of cooperative learning activities involving pairs and small groups of learners in the classroom, based from the study of Olsen and Kagan.

B. Theory: Cooperative Learning in Group

Cooperative learning is group activity organized so that learning is dependent on the socially structured exchanged of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others.

Another theory supported by Olsen and Kagan proposed the following key elements of successful group-based learning in Cooperative Learning:

- 1. Positive Interdependence** occurs when group members feel that what helps one member helps all and what hurts one member hurts all. It is created by the structure of Cooperative learning tasks and by building a spirit of mutual support within the group.
- 2. Group Formation** is an important factor creating positive interdependence. Individual accountability involves both group and individual performance. For example, by assigning each student a grade on his or her portion of team project by calling on a student at random to share with the whole class with group members, or with another group.
- 3. Social Skills** determine the way students interact with each other as teammates. Usually some explicit instructions in social skills is needed to ensure successful interaction.

4. Structuring and Structures refer to ways of organizing students' interaction and different ways students are to interact such as three-step comprehension must have the ability to develop first their motivation. In other cases, the students must be develop critical thinking skills, and to develop competition, and to develop communicative competence through socially structured interaction activities, these can be regarded as the overall objectives of cooperative language Learning.

Cooperative Learning of Olsen and Kagan

Cooperative Learning can be divided into several types according to Olsen and Kagan in Jack Richards they are:

1. STAD (Student Teams-Achievement Divisions). Students with varying academic abilities are assigned to 4 or 5 Member teams in order to study what has been initially taught by the teacher and to help each student reach his or her highest level of achievement. Students are then tested individually. Teams earn certificates or other recognition based on the degree to which all team members have progressed over their past record.
2. Three-Step Interview. Each member of a team chooses another member to be a partner. During the first step, individuals interview their partners by asking clarifying questions. During the second step partners reverse the roles. For the final step, members share their partners' response with the team.
3. Round Robin Brainstorming is a strategy when the class is divided into small groups of 4 to 6 students per group with one person appointed as the recorder. A question is posed by the teacher with many possible answers and students are given time to think about answers. After the "think time," members of the team share responses with one another round robin style. The recorder writes down all the answers of the group members. The person next to (clockwise) the recorder

gives their answer and the recorder writes it done then the each person in the group in order (clockwise) gives an answer until time is called. This strategy is very similar to round table. The main difference is that in round robin, one student does all the recording for all members of his/her group.

4. Circle the Sage First the teacher polls the class to see which students have a special knowledge to share. For example the teacher may ask who in the class was able to solve a difficult math homework question, who had visited Mexico, who knows the chemical reactions involved in how salting the streets help dissipate snow. Those students (the sages) stand and spread out in the room. The teacher then has the rest of the classmates each surround a sage, with no two members of the same team going to the same sage. The sage explains what they know while the classmates listen, ask questions, and take notes. If there is disagreement, they stand up as a team. Finally, the disagreements are aired and resolved.

5. Partners, the class is divided into teams of four. Partners move to one side of the room. Half of each team is given an assignment to master to be able to teach the other half. Partners work to learn and can consult with other partners working on the same material. Teams go back together with each set of partners teaching the other set. Partners quiz and tutor teammates. Team reviews how well they learned and taught and how they might improve the process.

6. Jigsaw

Groups with five students are set up. Each group member is assigned some unique material to learn and then to teach to his group members. To help in the learning students across the class working on the same sub-section get together to decide what is important and how to teach it. After practice in these "expert" groups the original groups' reform and students teach each other. Tests or assessment follows.

7. Think-Pair-Share. It involves a three step cooperative structure. During the first step, individuals think silently about a question posed by the instructor. Individuals pair up during the second step and exchange thoughts. In the third step, the pairs share their responses with other pairs, other teams, or the entire group.
8. Small Group Discussion (SGD) A team of four is established. Each member is given numbers of 1, 2, 3, 4, 5 Questions are asked of the group. Groups work together to answer the question so that all can verbally answer the question. Teacher calls out a number (two) and each two is asked to give the answer.
9. Team Pair Solo Students do problems first as a team, then with a partner, and finally on their own. It is designed to motivate students to tackle and succeed at problems which initially are beyond their ability. It is based on a simple notion of mediated learning. Students can do more things with help (mediation) than they can do alone. By allowing them to work on problems they could not do alone, first as a team and then with a partner, they progress to a point they can do alone that which at first they could do only with help.
10. Group Investigations are structured to emphasize higher-order thinking skills such as analysis and evaluation. Students work to produce a group project.

CHAPTER IV

FINDINGS AND DISCUSSION

According to Cooper there are some strengths of using SGD Technique in teaching reading: (1) Increase the students' motivation. (2) Increase the students' retention. (3) Promote positive competition. (4) Promote discussions in both individual and group accountability.

Considering the above strengths, SGD Technique provides the students' opportunities to work cooperatively to achieve the goal of their group. The group success depends on the individual success, because students have the same responsibility to solve the problem given and support their group to achieve the goal. It means that the individual and group accountability is required.

A. The weaknesses and the Strength of Using SGD Technique in Reading.

Besides the strengths earlier mentioned, there **two weaknesses** in using SGD Technique in teaching reading:

1. In SGD Technique, the division of groups should be equal, meaning that each group consists of higher achiever, average and lower achiever. Therefore the group's division should be done by the teacher. There is a possibility that the students reject the group that is divided by the teacher. To overcome this problem the teacher needs the English teacher's help to ask the students to make group as the teacher wants.
2. There is a possibility that the students over hear or cheat from another group. To solve the problem of overhearing the teacher will arrange the distance between groups. If the students cheat from another group, the teacher will punish for the group by not giving point for the group although the group's answer is correct.

B. Several Relevant Studies

In this research, there are several relevant studies that can be used to support the strength of this study.

All types of research related to SGD that is commonly used in teaching and learning process. Some of the results showed that using SGD technique can make students more active than using other technique.

The result of the studies is presented as follows:

An experimental study carried out by Fatma's, in her journal with entitled "The Effectiveness of Cooperative Learning on the Reading Comprehension in Turkish as a Foreign Language" found that by using cooperative learning techniques (Small Group Discussion one of the Cooperative Learning) can improve the reading skills of the students who learn Turkish as a second language. The data were gathered through the 'Reading Comprehension Skills Achievement Test' developed by the researchers, and a number of suggestions were made to develop reading skills in teaching Turkish as a foreign language.

Josep and Bernard study sought to determine the effects of Students Teams – Achievements Divisions, Cooperative Learning (STAD, CL) teaching strategy on students' mathematics in scale drawing topic by gender. The results indicated that there were no gender differences in students' mathematics achievement after their being taught scale drawing topic through STAD, cooperative learning strategy. It was recommended that STAD co-operative learning strategy be included in the syllabus for pre-service and in-service teacher education programs and be used by mathematics teachers during instruction.

A study by Ching-Ying Pan¹ & Hui-Yi Wu on "the Cooperative Learning Effects on English Reading Comprehension and Learning Motivation of EFL Freshmen"

found the statistically significant differences in favor of cooperative learning instruction on English reading comprehension, particularly among medium- and low-proficiency students. Cooperative learning instruction also created a significantly positive effect on student motivation toward learning English reading. In conclusion, her strongly suggest teachers use cooperative learning instruction in university-level EFL reading classes.

Jing Meng conducted a study about “Jigsaw Cooperative Learning in English Reading”, where the students in the experimental class benefited from the cooperative learning approach. It also fostered the interest of students in English, aroused their motivation, and improved their reading ability. What’s more, jigsaw cooperative learning embodies a learner-centered, teacher- facilitated, positive interdependent communication. So it is safe to say that jigsaw cooperative learning approach is one of the most effective ways of teaching English reading in college.

Dr. Muhammad Javed and Iqbal Dr. Fazalur Rahman conducted a study entitled, Collaborative Learning Strategies: Potential Application In Distance Education. The findings of the study on the use collaborative strategies found that, collaborative learning prepares students to work collaboratively and creates new ideas for students. It was found out that collaborative learning provided social environment for distance learners and developed appropriate rationale for the use of communication technologies. It was also revealed that collaborative learning provided user-friendly environment and promotes positive interdependence among student and teacher. It encouraged group discussion and developed team work skills. It was also found that it provided feedback on assessment work and knowledge. It supported the distance education significantly and created mental picture during communication process. Collaborative learning is easy in group work and created decision making ability about the task assigned. Collaborative learning developed critical thinking among distance

learners.

Susan Bawn conducted a study on the effects of cooperative learning on learning and engagement. It is interesting that the study that found positive achievement for African American students STAD, Jigsaw, SGD and Learning Together each had one or more studies that examined African American achievement. There are many factors to consider regarding the studies that examined the effect of cooperative learning on academic achievement when compared to traditional methods. For example, teacher experience and training may have contributed Cooperative Learning to the success of the studies. Additionally, it is important to consider whether or not the teacher was effectively using group work.

Daniel Paul Baker revealed the effects of implementing the cooperative learning structure, numbered heads together, in chemistry classes at a rural, low performing high school. The purpose of this study was to determine the effects of implementing the cooperative learning structure “Small Group Discussion” (SGD) on chemistry test achievement in a learning environment. When compared to the traditional, lecture format for high school chemistry lessons with assignments and questions designed and directed to students working individually, the use of numbered heads together produced positive and useful results. The use of numbered heads together during lessons was a more effective learning technique for low performing students in Chemistry as opposed to assigning them to work and learn individually. Direct observation of these students during the course revealed additional participation in class during the times reserved for group discussions.

Nurrudin revealed that there is a significant difference in reading comprehension among students who are treated using SGD, QAR and those treated using the conventional reading technique. Second, there is a significant difference in reading

comprehension between students who are treated using SGD technique and those treated using the conventional reading technique. Third, there is a significant difference in reading comprehension between students who are treated using QAR technique and those treated using the conventional reading technique. Fourth, there is no significant difference in reading comprehension between students who are treated using SGD and those treated using QAR technique. In conclusion, SGD is likely higher in effectiveness than the other techniques in improving the reading comprehension.

Whereas Setya Agustin, investigated in his study the effect of using Small Group Discussion (SGD) technique among the eighth grade students' reading comprehension achievement at Faculty of Letters. Based from the result of the study, Small Group Discussion (SGD) technique can have a significant effect on the students' reading comprehension achievement at Faculty of Letters.

While Munawaroh, found in her research entitled "The Comparative Study between the Cooperative Learning Model of Small Group Discussion (SGD) And Student Team Achievement Division (STAD) to the Learning Achievement in English Reading Subject Faculty of Letters. Cooperative Learning Model type Small Group Discussion (SGD) is a variation of the characteristic of group discussion is to appoint a teacher of students who represent the group without telling in advance who will represent the group. So that this way guarantees that all students was involved. This way coincides a very good effort to increase individual responsibility in a group discussion of this model provides an opportunity for students to exchange ideas and consider the most appropriate answer. It also encourages students to improve their cooperative spirit. STAD is one of the many models that can be used teacher learning in achieving learning goals. Therefore the given type of cooperative learning model Small Group Discussion (SGD) and learning model STAD Cooperative Learning will be able

to improve student achievement.

Dino Sugiarto and Puji Sumarsono conducted a study about Cooperative Learning type Think – Pair – Share to improve student's ability in reading narrative text. The objective of this study is to improve the student's ability in reading narrative texts by using Think – Pair – Share model. The findings indicate that there is a significant improvement in term of students' ability in reading English narrative text after they were treated using Think – Pair – Share. It can be identified from the students' score which was increased from 71 to 80 after being treated using TPS. Think – pair – share may also become a solution for teaching and learning activities in Indonesian context.

C. Synthesis of the State of the Art

Featured hereunder is the expression of the similarities and differences of the related literature and studies that were used in this research. The commonalities of the views, concepts and ideas indicated herein are the target outgrowth of reading comprehension and their development as the benefits of English Language Teaching (ELT). The related literature showed that the reading comprehension is an important factor that influences the other skills of English besides reading.

Dr. Muhammad Javed and Iqbal Dr Fazalur Rahman divulges that collaborative strategies like that of SGD prepares students to work collaboratively and creates new ideas for students. The local studies conducted Nurrudin, Dino Sugiarto, Munawaroh, Setya Agustin in reading comprehension study revealed that there was an improvement in reading comprehension by using Small Group Discussion (SGD) and Question Answer Relationship (QAR) techniques. The study found that there is a significant difference in reading comprehension among students who were treated

using SGD, than those treated using the conventional reading technique. To conclude, SGD is effective like the other cooperative learning techniques in improving reading comprehension.

D. Research Gap

No study was conducted on the effect of Small Group Discussion as a technique to improve reading comprehension in narrative texts on the same venue and respondent type. Such provides adequate reason that SGD may fill in the gaps of the variables shown by the previous researches specifically in reading comprehension using narrative texts in English.

E. Computer assisted audit techniques (CAATs) in Teaching Reading

There are two broad categories of CAAT:

1. Audit software; and
2. Test data.

1. Audit software

Audit software is used to interrogate a client's system. It can be either packaged, off-the-shelf software or it can be purpose written to work on a client's system. The main advantage of these programs is that they can be used to scrutinize large volumes of data, which it would be inefficient to do manually. The programs can then present the results so that they can be investigated further.

Specific procedures they can perform include:

- a. Extracting samples according to specified criteria, such as:
 - 1) Random
 - 2) Over a certain amount;
 - 3) Below a certain amount;
 - 4) At certain dates.

- b. Calculating ratios and select indicators that fail to meet certain pre-defined criteria (i.e. benchmarking);
- c. Check arithmetical accuracy (for example additions);
- d. Preparing reports (budget vs actual);
- e. Stratification of data (such as invoices by customer or age);
- f. Produce letters to send out to customers and suppliers; and
- g. Tracing transactions through the computerized system.

These procedures can simplify the auditor's task by selecting samples for testing, identifying risk areas and by performing certain substantive procedures. The software does not, however, replace the need for the auditor's own procedures.

2. Test data

Test data involves the auditor submitting 'dummy' data into the client's system to ensure that the system correctly processes it and that it prevents or detects and corrects misstatements. The objective of this is to test the operation of application controls within the system.

To be successful test data should include both data with errors built into it and data without errors. Examples of errors include:

- a. codes that do not exist, e.g. customer, supplier and employee;
- b. transactions above pre-determined limits, e.g. salaries above contracted amounts, credit above limits agreed with customer;
- c. invoices with arithmetical errors; and
- d. submitting data with incorrect batch control totals.

Data may be processed during a normal operational cycle ('live' test data) or during a special run at a point in time outside the normal operational cycle ('dead' test data). Both has their advantages and disadvantages:

- a. Live tests could interfere with the operation of the system or corrupt master files/standing data;
- b. Dead testing avoids this scenario but only gives assurance that the system works when not operating live. This may not be reflective of the strains the system is put under in normal conditions.

F. Advantages of CAATs

CAATs allow the auditor to:

1. Independently access the data stored on a computer system without dependence on the client;
2. Test the reliability of client software, i.e. the IT application controls (the results of which can then be used to assess control risk and design further audit procedures);
3. Increase the accuracy of audit tests; and
4. Perform audit tests more efficiently, which in the long-term will result in a more cost effective audit.

G. Disadvantages of CAATs

1. CAATs can be expensive and time consuming to set up, the software must either be purchased or designed (in which case specialist IT staff will be needed);
2. Client permission and cooperation may be difficult to obtain;
3. Potential incompatibility with the client's computer system;
4. The audit team may not have sufficient IT skills and knowledge to create the complex data extracts and programming required;

5. The audit team may not have the knowledge or training needed to understand the results of the CAATs; and
6. Data may be corrupted or lost during the application of CAATs.

H. Other techniques

There are other forms of CAAT that are becoming increasingly common as computer technology develops, although the cost and sophistication involved currently limits their use to the larger accountancy firms with greater resources. These include:

Integrated test facilities - this involves the creation of dummy ledgers and records to which test data can be sent. This enables more frequent and efficient test data procedures to be performed live and the information can simply be ignored by the client when printing out their internal records; and

Embedded audit software - this requires a purpose written audit program to be embedded into the client's accounting system. The program will be designed to perform certain tasks (similar to audit software) with the advantage that it can be turned on and off at the auditor's wish throughout the accounting year. This will allow the auditor to gather information on certain transactions (perhaps material ones) for later testing and will also identify peculiarities that require attention during the final audit.

I. EULDPH: A new technique for making computer-assisted depth estimates from magnetic data that can be used in teaching reading.

A method for rapidly making depth estimates from large amounts of magnetic data is described. The technique is based upon Euler's homogeneity relationship

(hence, the acronym EULDPH) and differs from similar techniques which are currently available in that no basic geologic model is assumed. Therefore, EULDPH can be applied in a wider variety of geologic situations than can model-dependent techniques in teaching reading. The price paid for this increased flexibility is a heavier burden on the interpreter. Successful interpretation of EULDPH results is partially dependent upon the interpreter's intuitive understanding of the concept of the equivalent stratum and also partially dependent upon experience with model studies. The theoretical basis, the computational algorithm, and applications of EULDPH to model and real data are presented in the process of teaching reading.

A technique for the design and fabrication of realistic in reading is using three-dimensional optical imaging and computer-aided design and manufacturing (CAD/CAM). A three-dimensional dataset of it who needed to teach reading was obtained using a sensing system, and the three-dimensional image of reconstructed. A decreased and thinned virtual prosthesis was designed based on the facial image and converted into a rapid prototyping wax prosthesis using a selective laser sintering technique. The rapid prototyping wax prosthesis was then dipped into melted base-plate wax which generated a layer of wax on the internal and external surfaces to record its size and thickness. The modified prosthesis was evaluated and refined, and processed to generate realistic silicone prosthesis. Three-dimensional data acquisition using the sensing system and computer-assisted design and manufacture of the prosthesis allows us to see a whole face without damaging the soft tissues or causing discomfort to the patient or exposure to radiation. The final prosthesis was of satisfactory size, shape, and cosmetic appearance, matched the malformed area, and suited the patient's requirements.

The data shows that the treatment using (small group discussion) gives positive effect in teaching reading to the students. It is shown by the increase of the frequency and percentage of the very good category, good category, and fair category. The treatment successfully improves the students' mastery in reading especially in the topic of menu and memo.

It is proven that there are 6 students (18.8%) who are categorized into fair. There are 3 students (9.4) who are categorized into poor students and there is no students (0%) who are categorized into very poor.

Based on the previous section of action, the result of the data description analysis of the reading mastery between the students who are taught by using small group discussion and those who are taught by using traditional method will be continued to a further analysis. There are three points that will be described here, namely the normality test, the homogeneity test, and the hypothesis testing.

The normality test is used to know that the sample is in normal distribution. The normality test is conducted using chi-square analysis. The sample is in normal distribution if p is higher than 0.05 (level of significance).

Based on the data, it can be stated that the data of the pretest and the post test in the experimental group is normal. The reason is the value of P is higher than 0.05. They are 0.666 ($0.666 > 0.05$) in the pre-test and 0.072 ($0.072 > 0.05$) in the post test. The data of the pre-test and post test in the control group is normal too. It is proved by the value of the p which is higher than 0.05. They are 0.472 ($0.472 > 0.05$) in the pre-test and 0.766 ($0.766 > 0.05$) in the post test.

The homogeneity test is used to find out whether the sample has the same variance or not. In this case, the researcher used the F-test. If the value of the F_o (F

obtained) is lower than the F_t (F table), the score is homogenous. If the value of p (probability) is higher than 0.05 it can be concluded that the data are homogenous.

Based on the calculation of the experimental group data, it can be concluded that the data is homogenous because the value of the probability (Sig) is 0.078 ($0.078 > 0.05$). The value of F_o (F obtained) of experimental is lower than F_t (F table). The value of F_o is 1.53 ($1.53 < 4.17$). Therefore, the data of the group is homogenous, so the data meet the requirement of a research analysis.

The hypothesis testing is done to know whether there is a significant difference between students who are taught using small group discussion and those whose are taught without using small group discussion. The hypothesis is accepted if the value of p is lower than 0.05 and the value of t_o is higher than t_t ($t_o > t_t$). The t-test result of the post-test data of shows that the value of p (0.000) is lower than 0.05 and the value of t_o (4.366) is higher than t_t (2.00). It can be concluded that there is a significant difference between the experimental and control group. It means the hypothesis proposed by the researcher is accepted.

Teaching reading by using small group discussion to the first grade students of SMK Muhammadiyah 1 Playen in academic year of 2011/2012 is more effective than those who are taught without using small group discussion.

The students' reading mastery of the students who are taught by using small group discussion indicates a better result. The research used small group discussion as the method to teach the material that covers sample of menu and memo. It gives a good influence toward the students' reading mastery. It makes them enjoy the class. It also increases the students' interest and motivation in learning English, especially in reading mastery.

CHAPTER V

CONCLUSION

Based on the above discussion it can be concluded that the effectiveness of using small group discussion in teaching reading to the first grade students is as follow:

Group discussion is one technique of cooperative learning that used by teachers in particular subjects. This method is proposed by Slavin. Slavin (1987: 17) in Elliot (1996: 355) stated that in an attempt to develop techniques designed to further cooperative learning, it is proposed that students should work in small group (consists of four-member),the groups of mixed ability, including one high achiever, two average achievers, and one low achiever. The result of the work is effective.

Considering the characteristic of small group discussion, it is expected that this method will be able to give positive effects toward students' ability in reading. This method makes the student as the center of the teaching and learning process which allows the students to be more active in expressing their idea and feeling. The method also grows the cooperative environment among the students. It also teaches them to listen each other.

Vacca (1989: 84-85) states small group, with its limited audience, provides more opportunity for students to contribute ideas to a discussion and take chances in the process. They can try out ideas without worrying about being wrong or sounding dumb; a fear that often accompanies risk taking in whole class situation. He adds that small groups are particularly well suited to guide reading discussion. Small group does not run by themselves, students must know how to work together and how to use the technique they have been taught.

Ornstein (2000: 311) states that small group has some advantages as follow: (1) small group seems to provide an opportunity for students to become more actively engage in learning and for teacher to monitor the progress better; (2) small group can enhance students' cooperation and social skill; (3) small groups help the teacher monitor access progress through questioning, discussion and checking workbook exercise and quizzes geared for particular group; (4) small groups give teacher a chance to introduce new skill at a level suited to particular group.

To achieve the objective of study, an experimental study is also applied. According to Christensen (1977: 35) the experimental study is defined as the technique, which attempts to find out cause and effect relationships. Through experimentation, cause and effect relationship can be isolated. Because of its ability to identify causation, the experimental study has come to represent the prototype of scientific method for problems solving.

There are two variables, namely dependent variable and independent variable which is found. The dependent variable is reading. It is applied as the scores of the reading test. The independent variable is the treatment. Small group discussion is used in this study to solve the problem of reading comprehension, such as understanding certain words and sentences, the students are not interested in English class and have no enthusiasm in reading. They preferred talking to their friends rather than to listenig to the teacher's explanation. The problem also comes from the teachers. They use traditional method in teaching. They become the center of the process without giving chance to the students to express their own ideas.

Teaching reading by using small group discussion (SGD) is more effective than without using small group discussion (SGD) because:

1. Teaching reading by using small group discussion (SGD) gave a significant improvement. The research findings showed that there is a significant increase of students' scores in reading between the score of the pre-test and the post-test in the experimental group.
2. Teaching reading without using small group discussion (SGD) did not give significant improvement. The research findings showed that there is no significant increase of reading ability between the pre-test and the post-test in the control group.

Based on the experience in doing this research, there are still some projects of research that can be done after this, such as:

1. Cooperative Integrated between Reading and Composition Technique;
2. The Effect of Computer Assisted Language Learning in Enhancing Reading Comprehension;
3. Numbered Head Together Technique and Reading Comprehension;
4. Improving Reading Comprehension Ability Using Double Match Pictures;
5. The Benefit of Small Group Discussion Technique with Reading.

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