

# STUDENTS' RESPONSES TOWARD TEACHING READING DESCRIPTIVE TEXTS USING SMALL GROUP DISCUSSION

Meida Widiani<sup>1</sup>, Yanuarti Apsari<sup>2</sup>

IKIP Siliwangi

<sup>1</sup> meidawidiani@student.ikipsiliwangi.ac.id, <sup>2</sup> yanuar.apsari1@gmail.com

## Abstract

This research aimed to describe students' responses toward teaching reading comprehension of descriptive text using small group discussion. The research used descriptive qualitative. The sample of the research was seventh grade students of one of junior high school in Cianjur. The data were obtained from interview and questionnaire. The data analyzed using qualitative descriptive. The result showed that the students' responses toward teaching reading comprehension of descriptive texts is positive and effective. While, from the questionnaire showed that most students (80%) agree that learning descriptive texts used small group discussion becomes easy to understand the material or the texts, fun/interesting, and enthusiastically for sharing ideas with member of groups.

**Keywords:** Reading, Descriptive Text, Small Group Discussion

## INTRODUCTION

Reading is one of the four important language skills that should be mastered by students. Through reading, the students can increase their knowledge from books, newspapers, magazines, journals, or articles (Febtisari & Fitrawati 2017).

According to Gunes (2008, as cited in Kodan & Akyol, 2018) reading is one of the requirements that enhance individuals' ability of adaptation to social reading life and fulfill their needs. People use their reading skills from childhood to the end of life. It is an active process that builds new learning by combining new information with the current knowledge. Meanwhile, Heilman, Blair and Ruplesy (1981, as cited in Putri et al., 2015) state that reading comprehension is a process of making sense of written ideas through meaningful interpretation and interaction with language.

However, from the author's experience in a junior high school in Cianjur the reading comprehension of students seems to be the most difficult subject that makes their reading comprehension skills still low. This is caused by internal and external factors. Internal factors may include laziness, short reading periods because they feel bored when reading, lack of curiosity, and read carelessly without understanding what they read. External factors can come from the lack of facilities and infrastructure provided by the school, lack of utilization of learning media, and wrong learning methods. Stanovich (1988 as cited in Kugathanan, Partanen, Chu, Lyons, & Giaschi, 2019) States that skilled and efficient reading involves various cognitive and linguistic processes, including an understanding of the auditory and visual components of word as well as meaning of word.

On the other hand, most students' especially in the school under this research get bored if they read a text that has too many paragraphs without understanding the content/topic, making their reading comprehension skills lacking and them not able to get information clearly. The success of a teaching and learning process is determined by the number of students' participants

following and being active in the instruction. Therefore, the teacher must make a method that can make students active in the classroom so they do not get bored.

One of the methods that is proposed in this research is small group discussion. Brown (2001 as cited in (Arisman & Haryanti, 2019) state Small group discussion is a group which consist of six or fewer students who are assigned a task that involves collaboration. Collaboration in learning is an activity which students learn in a group to assigned a task that instruction b y the teacher. Collaboration is almost the same with discussion which is a communication activity between students with each other to exchange information that they get.

According to Pamungkas (2016 as cited in (Arisman & Haryanti, 2019), the use of small group discussion helps students to comprehend the reading by understanding the vocabulary, and identifying information details, factual information, identify the main idea, the meaning of particular words, and the implicit information. The students would be able to understand the material given by the teacher and discussion in group. Based on the description above that's why the researcher looks to conduct research entitled "Teaching Reading Comprehension of Descriptive Texts Using Small Group Discussion (SGD) to Grades VII Students at a Junior High School in Cianjur."

### **Definition of Reading**

According to Samosir, Tarigan, & Manalu (2018), reading is a process of looking at words or symbols and understanding what they mean. Nunan (2013) states that reading is a fluent process done by reader to combine information from a text and his/her background knowledge to build meaning. Similarly, Supiningsih (2017) states that reading is not merely a way to learn new information but becomes a way to engage in new kind of thinking. Thus, reading is a process of looking at words or symbols to understand meaning and a way to learn new information and to engage in new kinds of thinking.

### **Reading Comprehension**

According to Worther (1994 as cited in Rahemi, Jufri, & Ardi, 2013), comprehension is the main goal of reading that refers to understanding what is being read. According to Heilman, Blair, and Rupley (1981 as cited in Putri, Ohoiwutun, & Wahyudin, 2015) state that reading comprehensive is a process of making sense of written ideas through meaningful interpretation and interaction with language. A good reader must have skills to read. Heilman, Blair, and Rupley (1981 as cited in Putri et al., 2015) stated, there are five skills that should be achieved in reading comprehensive.

Based on the explanation above, this research aimed to describe students' responses toward teaching reading comprehension of descriptive text using small group discussion.

### **METHOD**

In carrying out the research, the research will be conducted to discover the answers to the following questions: How are the scenario and the implementation of teaching reading comprehension of descriptive texts using small group discussion, how are teachers and students' responses toward teaching reading comprehension of descriptive texts using small group discussion, what are the difficulties of reading comprehension of descriptive texts using small group discussion.

This research used qualitative method. according to Creswell (2014) qualitative is an approach for exploring and understanding the meaning individuals or groups ascribe to social or human

problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretation of the meaning of the data. The final written report has a flexible structure. Those who engage in this form of inquiry support a way of looking at research that honors an inductive style, a focus on individual meaning, and the importance of regarding the complexity of a situation.

## RESULTS AND DISCUSSION

### Results

Students Responses Toward Teaching Reading Comprehension of Descriptive Texts Using Small Group Discussion.

The process of teaching reading comprehension of descriptive texts using small group discussion has been done through interview, questionnaire, and observation during the learning process. Based on thematic analysis of teaching reading comprehension of descriptive texts using small group discussion to grades VII students at a junior high school in Cianjur, the researcher finally identified three emergent themes: (a) understanding the material or the text, (b) small group discussion is fun and interesting to use in learning descriptive texts, and (c) sharing information and ideas with friends. These general themes comprehend small group discussion to grades VII students at a junior high school in Cianjur.

#### a. Understanding the material or the descriptive text

The data from interview revealed that students faced reading comprehension contained in the descriptive text using small group discussion. The students need to understand the main idea and specific information when they learn using small group discussion. It can be seen in the excerpts below.

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#### Excerpts

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S1: Small group discussion makes the material more quickly understood because each member of the group has a role in understanding the text. (Data from interview)

S2: Small group discussions help me to understand the text but I still need to practice more. (Data from interview)

S3: Using small group discussion to understand the text is easier because of sharing ideas and information with friends. Make it easier to do it by myself. (Data from interview)

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The data above indicated that students find it easier to understand the material when learning using small group, it means they do not find difficulties in understanding the descriptive text using small group discussion. It is supported by the data from questionnaire. The data showed that 78% of students agree that small group discussion makes it easier to understand the material.

Therefore, teaching reading comprehension using small group discussion can help students understand the text or material with ease and quickly find the main idea in the text.

also related to the previous study done by Rahmat (2017), he stated that using small group discussion in learning can help the students to understand the reading text. It gives chance for students to participate in process of understanding the reading text.

So, based on the data teaching reading comprehension of the descriptive texts using small group discussion can help students in understanding the texts and material also can made the students eliminated the concept of mistaken in understand the texts.

b. Small group discussion is fun and interesting to used in learning

The data form interview revealed that most of students fun, not bored and interested during the implementation of small group discussion. It can be seen in the excerpts below.

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### Excerpts

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S1: Learning using small group discussion is very fun. (Data from interview)

S2: Fun and interesting, because through small group discussion I can feel more confidence in discussing and being myself. (Data from interview)

S3: I feel happy and do not burdened when learning using small group discussion. (Data from interview)

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The data showed that teaching and learning reading comprehension of descriptive texts using small group discussion is fun and interesting for students. It is supported by the data from questionnaire. The data showed that 76% of students agree small group discussion makes the learning process interesting, fun, and not bored.

Therefore, teaching reading comprehension using small group discussion can make the students feel fun or enjoy and interesting were also related to the previous study done by Siswanti, Ngadiso, & Setyaningsih (2012), they state that condition when learning using small group discussion makes students interested and enjoy following the lesson. In conclusion, using small group discussion in the process of teaching reading comprehension of descriptive texts can help students more feeling fun and enjoy, small group discussion also interesting for students in learning process because they can learn in a group and discussing the material or text.

c. Sharing information and ideas with friends

The data from interview showed that the most of students are able to sharing information and ideas with their friends. It can be seen in the excerpts below.

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### Excerpts

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S1: Small group discussion makes the material more quickly understood because each members of group has a role in understanding the text and exchanges information. (Data from interview)

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S2: When learning using small group discussion because we can exchange information in the text. (Data from interview)

S3: Using small group discussion to understand the text is easier because of sharing ideas and information with friends. Make it easier to do it by myself. (Data from interview)

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The data showed students able to sharing information or ideas that they get in the descriptive text when learning using small group discussion. It is supported by the questionnaire. The data showed that 86% agree small group discussion makes them enthusiastically shared the information that they get with their members.

Therefore, sharing information and ideas when reading descriptive text using small group discussion were also related to the previous study done by Siswanti et al., (2012), the finding of them shows that small group discussion gives a chance to share and exchange information for every students in the class. When the time of discuss, every member of group must give opinion and they could share what they think in comprehending the text. Meanwhile, a recent work by Arisman & Haryanti, (2019) found that the characteristic of the small group discussion or discussion is the exchange information by each other (students) and it is useful for the students to express their ideas without fear and embarrassment. In conclusion, using small group discussion in teaching reading comprehension of descriptive texts makes the students easier to understand the material and the text because they can exchange or sharing information and ideas with each other so they can predict the text is about and can answer the question easily and shows the students able to work in the group.

## **Discussion**

Based on the result in this study, the researcher puts some suggestion in the following parties:

1. The students

The result in this study indicates that VII grades students in this study in reading comprehension of descriptive text using small group discussion proved that small group discussion may helps students to solve their problems in understanding the texts. It was proved by the result of interview.

2. The teachers

For teachers, it is hoped that this research can encourage them to treat it considering this method is effective for improving reading comprehension skills of students' in reading comprehension of descriptive texts and finding ways to overcome difficulties in this small group discussion method.

3. Other researchers

This research is important to continue for further researcher since discussing difficulties in teaching reading comprehension of descriptive texts will help students to understand themselves in discussion or more able to work alone. Despite of weaknesses of this research, there are suggestion for the nest researcher who are interested in investigating the use of small group discussion in teaching reading comprehension of descriptive texts. Researcher suggest that there are many aspect and difficulties that must be examined in this small group discussion method.

## CONCLUSION

Based on the result of data analysis, it can be concluded that the implementation of teaching reading comprehension of descriptive texts using small group discussion are going well and fun and provides new experience in the process of learning reading comprehension. Small group discussion can be one of the methods than can be used in teaching reading comprehension of descriptive text that also makes it easier for students to understand a descriptive text so that they can find main ideas easily and get specific information quickly. Small group discussion are considered interesting and fun for students and they can increase their high order thinking skills when they discussing the material. In this study as well, showed that even though small discussion are interesting and fun to implemented, nevertheless found several difficulties according to students and teacher as well who have used small group discussion in teaching and learning process.

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