


Terbit online pada laman web jurnal : <http://e-journal.sastra-unes.com/index.php/JIPS>

 <b>Fakultas Sastra</b> <b>Universitas Ekasakti</b>	<b>JURNAL JIPS</b> <b>(Jurnal Ilmiah Pendidikan Scholastic)</b>	
	Vol. 3 No. 3 ISSN : 2579-5449 (media cetak)	E-ISSN : 2597-6540 (media online)

## STUDENTS' ATTITUDE TOWARDS SMALL GROUP DISCUSSION IN READING COMPREHENSION

**Novita Kusumaning Tyas**

*Manajemen Informatika*  
*Sekolah Tinggi Elektronika dan Komputer (STEKOM)*  
[novitakusumaning@stekom.ac.id](mailto:novitakusumaning@stekom.ac.id)

### **Abstract**

*In this globalization era, English becomes an important language that has to be mastered by all people around the world. There are four skills of English language; listening, speaking, reading, writing. All of the skills is important and integrated each other. Almost all activity in the classroom has relationship with reading. As stated in Sukirah Kustaryo (1998) "Reading is a process of making sense of written text through meaningful interpretation in relation to reader's use of text and experimental/conceptual background for concept of written language, story structure, purpose and content of what is read". Reading comprehension is a skill in reading. The reader cannot get information without comprehending the text. Descriptive research was applied in this research. The object of this study is 30 students from management informatics department who take English 1 class. Observation and surveys were used as data collection in this study. The result above showed that not all the students have a positive attitude towards discussion activity in reading comprehension. A small number of them, about 2.34%, have a negative attitude towards it. The intelligence affects their comprehension in reading a text. They comprehend the text easier than other.*

*Keywords: Students' Attitude, Small Group Discussion, Reading Comprehension*

© 2019Jurnal JILP

## **I INTRODUCTION**

In this globalization era, English becomes an important language that has to be mastered by all people around the world. As a foreign language, English is difficult to be learned by students in Indonesia. One of the factor is they do not use English in daily activities. It becomes a challenge for English teacher to make them understand and can use English to communicate with others.

There are four skills of English language; listening, speaking, reading, writing. All of the skills is important and integrated each other. Almost all activity in the classroom has

relationship with reading. As stated in Sukirah Kustaryo (1998) "Reading is a process of making sense of written text through meaningful interpretation in relation to reader's use of text and experimental/conceptual background for concept of written language, story structure, purpose and content of what is read". It means that reading is the key of understanding something.

The purpose of reading is comprehension or to get meaning from a written text (Texas Reading Initiative in Yulisa Putri, 2013). Reading comprehension is a skill in reading. The

reader cannot get information without comprehending the text. In L.A Hill as cited in Cut Arni (2002) stated that reading comprehension is an important aspect of reading skill. It stressed on understanding, recognizing ideas and getting information with concentrating activities. According to Hafner (1974), there are two factors that influencing the reading comprehension ability. First is intelligence. It becomes the main factor that influences the reading comprehension. The higher the intelligence the reader has, the faster someone will understand the written text. The second factor is background knowledge of reader. If the reader has adequate background knowledge about the theme of the text is going to read, it will help him or her in comprehending the text. It means that reading and comprehension are two parts that cannot be separated. It goes hand in hand.

From the explanation above, it is stated that comprehending in reading is important to get information. The fact nowadays is that the students reading habit is low. There are some factors that influence the students' reading habit. The development of technology nowadays gives impact to the reading habit. The students are more interesting to watch television or play game on gadget or computer rather than reading a book in their leisure time. Furthermore, there are some problems in the students in reading. First problem is the students do not understand the main idea of the text. They presume that the title is the main idea. The difficulty of finding the detail information of the text becomes the second problem of the students. The third problem is they lack vocabulary. In reading, vocabulary influences the comprehension of the text. The more vocabulary they have, the easier they understand the text.

For teacher, it needs strategy to teach reading. In teaching reading, teacher should make the students more active. Applying discussion technique in teaching reading comprehension will make the learning process is effective because in discussion, the students will do each other in comprehending the text. They can help each other to understand the text. Based on the explanation above, the researcher is interesting to conduct the research about the students' attitude towards discussion activity in

reading comprehension. There are two research questions that will be discussed in this study; (1) what is the students' attitude toward discussion in reading comprehension? And (2) does intelligence become the main factor in comprehending a written text?

## II. LITERATURE REVIEW

### 1. Attitude

Attitude refers to a learned tendency of a person to respond positively or negatively towards an object, situation, a concept or a person. Joseph (2013) stated that attitudes, behavior and feelings are interrelated in such a way that people's attitudes determine their behavior towards objects, situations and people. They also influence the relationships that exist among these variables with themselves.

According to Syyeda (2016), attitudes consist of three components; affective, cognitive and behavior. Affective aspect consists of feelings and moods towards an object. In other side, cognitive aspect consists of thoughts and views about an object or construct and behavior aspect is the actual behavior of a person or their intention to exhibit or avoid certain behaviors.

### 2. Reading Comprehension

Understanding the definition of reading is important before discuss about reading comprehension itself. According to Gibbon (1993:51), reading is the process of getting meaning from print. It means that reading is an activity to get information from the written text. The interaction between the writer and the reader happens in this activity. The writer conveys the ideas through the text and the reader improve their understanding through reading activity. Making reading as a habit for the reader is a good thing because reading will enlarge their knowledge about something.

In addition, Hodgson cited by Nur Indah (2018:11) stated that reading is a process done by the reader to get message conveyed by the writer through written form. The eyes and the brain go hand in hand in reading activity. The eyes receive the message and the brain works to understand the meaning. So, the higher knowledge background about the theme of the

text, vocabulary and grammatical knowledge the easier the reader understand the text.

According to Peter Westwood (2012), reading comprehension is the process of making meaning from the text. The purpose of it is to gain overall understanding of what is describing in the text rather than to get meaning form words or sentences. In addition, White (1997: 22) said that the comprehension is more complex than simple decoding. It involves recognizing the significance of the message, understanding intentions of the writer and going beyond what is written to guess hidden, unstated or implied meanings related to reading comprehension.

Grabe and Stoller (2011: 6-10) proposed some purposes of reading comprehension;

1. Reading to search for simple information and reading to skim quickly.

In this case, the reader read the text to search certain information and or idea in the text. The readers usually scanning and skimming the text without read deeply. For example, the students who read the text to do the exercise so they only search for certain information related to the exercise they do.

2. Reading to learn from texts

In this case happen in the academic and professional context which is the reader want to get more information about the topic. For example, the reader who read the text entitled "Android", he/she wants to get detail information about the topic and he/ she want to improve their knowledge about it.

3. Reading to integrate information, write and critique texts.

This happen before the reader wants to write a paper. The reader read some text to get information about the topic he/she needs. Then, he/she decided which information to integrate and how to integrate it in his/ her writing.

4. Reading for general comprehension

Reading for general comprehension usually occur to the reader who reading just for entertaining for example, the reader who

reads a novel, a magazine. It is usually done in relaxing and pleasure time.

### **3. Small Group Discussion**

Small Group Discussion is one of the teaching methods that can be used by the teacher in teaching learning process. Kenz and Greg (200:4) stated that small group is a small member of human that works together through interaction whose interdependent relationship allows them. The group is more effective if the member of the group is about 3-4 students (Sagala: 2008:20). Djamarah (2006:73-74) stated that the purpose of small group discussion is to give effect for students to study more active in teaching learning processes because they can interact with their friends. It is conducted by making a group to achieve the goals of learning and to improve students' final outcome in learning. It also gives a technique of problem solving, communication actively, restore of team work, and increases students' participations in taking decision.

Serravallo (2010:3) stated that small groups that will help children to (a) read with engagement and enthusiasm, (b) read strategically, (c) engage in meaningful, invigorating conversations about books, (d) read fluently and with expression and (e) read increasingly more challenging text.

### **4. Small Group Discussion in Reading Comprehension**

According to Mc.Keown, Beck, & Blake, in Mc.Laughlin (2012: 433), class discussion plays an important role in reading comprehension. Understudies refine their understanding by arranging meaning with others, i.e. through class discussion. It is engaging students in such discussion promote dynamic engagement in creating meaning from a text. The problems that students have in reading comprehension can be solved through discussion. They read, solve and answer the questions together. By using this technique also decrease students' anxiety. They can help each other in comprehending the text.

## II RESEARCH METHODS

Descriptive research was applied in this research. Brog & Gall (1989) stated that the purpose of descriptive studies is to find out “what is”, so observational and survey methods are frequently used to collect descriptive data. In other words, descriptive research primarily focuses on describing the nature of a demographic segment, without focusing on “why” a certain phenomenon occurs. In other words, it “describes” the subject of the research, without covering “why” it happens.

The object of this study is 30 students from management informatics department who take English 1 class.

Observation and surveys were used as data collection in this study. In observation, the

researcher observed the students attitude during the discussion activity, how they did in group, how they share their opinion. In survey, the researcher distributed a questionnaire to the students. Likert attitude scale was used in this study. This scale is most widely used to measure attitude. TavúancÓl (2006) stated that this scale is easier to develop than other scales.

In Likert scales there are various expressions to be responded by the subjects. Likert type attitude scales are graded over generally five categories which are “totally agree”, “agree”, “neither agree nor disagree”, “disagree” and “totally disagree”.

## III RESULTS AND DISCUSSIONS

The result of this study showed that about 80% from the sample showed the positive attitude towards small group discussion in discussion activity. The rest of the students showed the

negative attitude about this method. Here the result of the questionnaire that was distributed by the researcher.

Table 2. The result of the questionnaire that was distributed to the students.

Statement	Totally agree	Agree	Neither agree nor disagree	Disagree	Totally disagree.
I can easily understand the text by applying small group discussion	20	10	-	-	-
Small group discussion is a good method in teaching reading comprehension	17	25	3	5	-
I become more active in small group discussion	15	27	-	9	-
I feel more motivated in learning reading comprehension using small group discussion	23	18	-	9	-
I like learning reading using small group discussion	15	27	-	8	-
Small group discussion asked us to answer the question together	15	27	-	8	-

The result above showed that not all the students have a positive attitude towards discussion activity in reading comprehension. A small number of them, about 2.34%, have a negative attitude towards it. The intelligence affects their comprehension in reading a text. The intelligence here consists of their

background of knowledge about the theme and vocabulary. They comprehend the text easier than other because they have more background of knowledge about the theme and they have more vocabulary than other.

#### **IV CONCLUSION**

It has been explained before that small group discussion method in teaching reading comprehension is better on students' reading comprehension because they can read more comprehensive with their friends in a small group then discuss the information that they have read. Integrating the reading text into small group make sense to get students more sensitive to find the information of the text (Harmer, 2001: 70). All of these contribute to successful task orientation and increase students' motivation in reading to gain information through read

comprehension and discussion (Harmer, 2001: 114).

The conclusion of this study is the small group discussion is one of method that can be used to teaching reading comprehension. By applying this method, the students can discuss about the text together in group. They work together to answer the questions. The students that have a good intelligence can help other in comprehending the text so they can answer the questions correctly.

### Bibliography

- [1]Jeremy Harmer. 1991. The Practice of English Language Teaching. Edinburg:Longman.
- [2]Djamarah, S., Bahri, A., dan Zain. 2006. Strategi Belajar Mengajar. Jakarta: RinekaCipta.
- [3]TavúancÖl, E (2006). TutumlarÖn ölçülmesi ve SPSS ile veri analizi. Ankara: Nobel YayÖn Da÷ÖtÖm.
- [4]Sukirah kustaryo. 1998. Reading technique for college student. Jakarta :Department p & k Dirjen pendidikan tinggi dan menengah.
- [5]Yulisa Putri. 2013. Small group discussion technique in reading comprehension.Retrieved from: <https://journalSmall-group-discussion-technique-in-readingcomprehension.Com>
- [6]Kenz, M. A. and Greg, J. B. 2000. Effective in Theory and Practice.Massachusetts: A Person Education Company.
- [7]Sagala, S. 2007. Konsep dan Makna Pembelajaran. Bandung: Alfabeta