

**AN ANALYSIS OF SMALL GROUP DISCUSSION IN TEACHING READING
DESCRIPTIVE TEXT AT TENTH GRADE SMKN 2 TULUNGAGUNG THE ACADEMIC
YEAR OF 2018/2019 (A CASE STUDY)**

Andrie Setya Budhi, Yulia Nugrahini

STKIP PGRI Tulungagung

e-mail: setyaandrie17@gmail.com, yulia.nugrahini@stkipppgritulungagung.ac.id

Jl Mayor Sujadi Timur No 7 Plosokandang , Kedungwaru, Tulungagung

Abstract: This research aims to determine the process of learning strategies of Small Group Discussion in teaching reading descriptive text in tenth grade at SMKN 2 Tulungagung. This study is intended to contrast: (1) the process of learning strategies for Small Group Discussion in teaching reading descriptive texts and 2) the problem faced by teachers in the group discussion in teaching reading descriptive texts on grades of SMKN 2 Tulungagung. This type of research is qualitative research with descriptive research methods. Data collection methods obtained by using observation and interview. The results showed that reading descriptive text learning activities using Small Group Discussion learning strategies almost approached the existing theory.

Key Words: teaching reading, descriptive text, small group discussion

Abstrak: Penelitian ini bertujuan untuk mengetahui proses strategi pembelajaran Small Group Discussion dalam pengajaran membaca teks deskriptif pada siswa kelas sepuluh di SMKN 2 Tulungagung. Penelitian ini dimaksudkan untuk tujuan: (1) proses strategi pembelajaran untuk Diskusi Kelompok Kecil dalam mengajar membaca teks deskriptif dan 2) masalah yang dihadapi oleh guru dalam diskusi kelompok dalam mengajar membaca teks deskriptif pada kelas di SMKN 2 Tulungagung. Jenis penelitian ini adalah penelitian kualitatif dengan metode penelitian deskriptif. Metode pengumpulan data diperoleh dengan menggunakan observation dan wawancara. Hasil penelitian menunjukkan bahwa kegiatan pembelajaran membaca teks deskriptif menggunakan strategi pembelajaran Diskusi Kelompok Kecil sudah hampir mendekati teori yang ada.

Kata Kunci: mengajar membaca, teks deskriptif, diskusi kelompok kecil

INTRODUCTION

In acquiring English, the students have to be able to master the four basic skills of English which consists of speaking, listening, reading and writing. From those four basic skills, reading is considered as the main important skill. It has received more attention than any other aspects of education. Reading can be categorized into receptive skill, like listening. This means it involves responding to text, rather than producing it. According to (Grabe & Stoller, 2012) Reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text. Readers

typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text.

The type or the characteristics of a text are very important for any work of summarization on it. It is easier to select the main ideas from certain types of texts, as the narrative ones (texts “telling a story”) then from others, such as expository texts (texts “speaking about”). The type of texts depend on their purpose, structure and language features. Descriptive Text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well. It differs from Report which describes things, animals, persons, or others in general. The Social Function of Descriptive Text is to describe a particular person, place, or thing. (Mursyid, 1992). Description enables us to entertain, express feelings, relate experience, inform, and persuade. Although it can serve a variety of purposes, description is most often expressive, so it most often helps writers share their perceptions. As human beings, we have a compelling desire to connect with other people by sharing our experiences with them.

In teaching reading teacher should make the students more active in accordance with the purpose of learning. Teachers are required to be able to control and lead the classroom activity effectively. To make a good and active classroom condition come true, teacher is suggested to have some techniques in teaching reading, such as discussion. This technique can make students become more active and make classroom ambience controlled as appropriate with the purpose of learning. Discussion technique can be collaborated with small group method to support children as readers and thinkers.

Small group discussion is a cooperative learning method which gives more opportunities to students in gathering their ideas, experience, knowledge, and actualizing in speaking. Small group discussion allows presenters to announce topic or idea for group discussion among participants. A small group discussion follows democratic guidelines and allows everyone to contribute many ideas for others to discuss and reflect upon. Discussion allows for interchange of ideas within the context of a group under the direction of a presenter. (Brewer, 1997). Small group learning, the knowledge that exists in groups to be greater when compared to individual students. Therefore, with this Small Group Discussion learning strategy, it is very possible for an educator to be able to provide relatively more difficult questions when compared to if given to individual students. Thus this learning allows students to think critically, systematically and mutually contribute their thoughts both in groups and classically. Learning with the Small Group Discussion strategy prioritizes the pattern of cooperation in small groups so that no one

feels that he is the smartest and master the material. With the existence of the Small Group Discussion strategy, it is expected that students are accustomed to expressing opinions & collaborating in developing social skills.

But in fact, students still have problem in focusing the lesson. Because of some factors, there are the personal condition of the student, technique or method of teacher's ways in teaching-learning process, and the situations of classroom. That can cause influences in understanding the lesson by students. If students not focus on the teaching learning process it would give bad impact for students itself. It is observes that discussion technique effects increasing the academic success in addition to the social and intellectual abilities of the students. By seeing the problem, it is important that studying English especially reading should be conducted. The writer hopes that there will be an improvement in teaching of English. English teacher in SMKN 2 Tulungagung also using techniques of discussion in learning English. The teacher believe that discussion very suitable for making students more active in teaching and learning activities. That's why teacher choose discussion technique to improve student's English skill.

RESEARCH METHOD

The researcher uses qualitative method and descriptive approach. According to Hancock (Hancock, 2006) Qualitative research is concerned with developing explanations of social phenomena. That is to say it aims to help us to understand the social world in which we live and why things are the way they are. The qualitative research method involves the use of qualitative data, such as interviews, documents and observation, in order to understand and explain a social phenomenon (Neill, 2018). The setting of the research is SMKN 2 Tulungagung in academic year 2018-2019. It is located in Jl. Jabalsari, Kec. Sumbergempol, Kab. Tulungagung. The subject of this research is the students of X TAB 2. The researcher only took one class to complete his research. The researcher taught that it was enough to have only one class of data in this study. Factors that support the perception because they only assess the learning process from the beginning, the core and the closing. The researcher began conducting research in class X TAB 2. The researcher began by recording according to the observation sheet. Researchers began to observe teachers and students in reading reading text learning using small group discussion in class X TAB 2. Researchers continued to provide several questions in interviews with teachers and students about learning reading descriptive text using small group discussion. And the final step of this research is analyzing and interpreting data.

FINDINGS AND DISCUSSIONS

Findings

In research finding, there are some dimensions found in the field that need to be presented. The research finding is divided into two; the implementation of discussion in teaching reading and the problem faced by the teacher.

1. The implementation

The implementation of the Small Group Discussion strategy in reading descriptive text at X TAB 2 of SMKN 2 Tulungagung was carried out through several stages, planning, implementing and evaluating learning, all stages of learning were carried out by the teacher in accordance with what had been planned in the planning stage, to find out more clearly about how these steps can be explained as below:

1) Learning Planning Analysis

The stages of preparation carried out by the teacher when small group discussion activities are part of a preparation to achieve the objectives of learning. Small Group Discussion as a learning strategy used in reading descriptive text in X TAB 2 at SMKN 2 Tulungagung is a variation in learning activities, this strategy is used to help convey facts and concepts while taking into account the objectives of implementing strategies and learning objectives. In order for the learning process to achieve the desired goals, it is necessary to prepare from a teacher, for the learning process by engineering on instrumental elements through rational and comprehensive organizing efforts. In accordance UU No. 14 of 2005 concerning Teachers and Lecturers who stated that teachers must have four competencies, one of which is pedagogic competence, pedagogic competence itself is competence in learning management, the ability made a lesson plan.

The preparations made by the teacher before applying the Small Group Discussion strategy are by making preparations in writing which are in the form of syllabus, and RPP (lesson plan). Syllabus and RPP (lesson plan) is a written learning plan that is used as a guide for teachers so that in carrying out learning activities in accordance with the design that has been prepared.

Based on the observations of the researcher on the syllabus and RPP (lesson plan) in the making it has been included in the criteria for making syllabus and RPP (lesson plan) which has been mandated by the government in PP Number 19 of 2005 which states that planning of the learning process which includes syllabus and RPP (learning implementation plan) at least contains about learning objectives, teaching materials, teaching methods, learning resources and evaluation.

1) Preparation of syllabus

The syllabus made contains basic competency and competency standards, indicators, subject matter, learning activities, assessment, time allocation and learning resources. All of these components are in accordance with PERMENDIKNAS No. 41 of 2007, in practice in the field when teachers apply the teaching reading descriptive text strategy by using the Small Group Discussion strategy all that is in the syllabus component has been carried out in accordance with the written plan.

2) Preparation of RPP (lesson plan)

RPP (lesson plan) made by teacher in X TAB 2 at SMKN 2 Tulungagung when using the Small Group Discussion strategy in it contains: Competency and Basic Competency Standards, Indicators, learning objectives, teaching materials, time allocation, learning methods, learning activities in which contains the initial, core and closing activities, assessment of learning outcomes and learning resources.

Based on observations when teaching reading descriptive text in X TAB 2 using the Small Group Discussion strategy in SMK 2 Tulungagung, all learning activities as a whole were in accordance with the procedures in the RPP (lesson plan). Teaching reading descriptive text scenarios using Small Group Discussion learning strategies are in accordance with written planning, which is added value is RPP (lesson plan) made by the teacher in question, because usually the teachers in making RPP (lesson plan) are made by others, even rarely do teachers who teach then make RPP (lesson plan). Maximum teacher preparation will produce effective and efficient learning goals, this depends on how the concepts presented before the implementation of the Small Group Discussion learning strategy at X TAB 2 at SMKN 2 Tulungagung as a means of learning activities.

Analysis of Learning Implementation

Based on the observations of the researchers, in the implementation of teaching reading descriptive text by using the Small Group Discussion strategy in X TAB 2, the majority of Tulungagung 2 Vocational Schools had been carried out according to what was planned in writing in the RPP (lesson plan). This can be seen from the implementation of the learning itself starting from explaining the procedure of implementing learning, dividing the class into small groups and asking group representatives to go forward and present the results of the discussion together with the group. The implementation of Small Group Discussion activities in teaching reading descriptive text at X TAB 2 of SMK 2 Tulungagung both conceptually and practically has been carried out in accordance with the concept of steps in implementing the Small Group Discussion strategy, this can be seen in:

- a. Before learning activities begin, the teacher divides students into groups, each of which consists of 3-5 people.
- b. The teacher divides the case study questions according to the Competency Standards and Basic Competencies.
- c. The teacher instructs each group to answer and discuss the questions given.
- d. The teacher oversees each group by walking around each group to ensure all students contribute ideas and opinions and admonish students who are not involved in group work.
- e. The teacher appoints group representatives to go forward and present the results of the discussion in front of the class. When the teacher instructs the group representatives to come forward and presents the results of the discussion, students are seen pointing at each other to come to the front of the class.
- f. After the small group discussion activities are completed, the teacher provides clarification in the form of giving answers to the questions that exist, as well as together with students concluding the learning outcomes and giving assignments in the form of homework.

2. The Problem Faced by the Teacher

1.) The Techniques

In teaching the teacher should make the students more active in accordance with the purpose of learning. Teachers are required to be able to controlled and lead the classroom activity effectively.

To make students pay attention to teaching learning process, teachers should use variation methods and techniques. So the students will not be bored with teaching learning process. The teacher believe that the problem can be solved by discussion techniques. The teacher explained that by using the techniques of discussion on reading descriptive text, students can communicate and exchange ideas with their own group, and there will not cheats again.

2.) Classroom Management

Effective classroom management is much more than simply administering corrective measures when a student misbehaves; it's about developing proactive ways to prevent problems from occurring in the first place while creating a positive learning environment. Student behaviours like shouting out, not paying attention, task avoidance, disrespect, refusal, and engaging in power struggles take your focus away from teaching and students' focus away from learning. In order to create and maintain a productive

classroom setting and bring the focus back to teaching and learning, use classroom management strategies to decrease disruption and increase compliance.

Based on the observation, the teacher explained that the bad classroom situation often occur. Such as a classroom situation became uncontrollable, boisterous, students chatted with their friends, learning activities spend a lot of time and the students were not all active in the discussion.

3.) The Students

Researcher : What are the problems faced in implementing the Small Group Discussion strategy in reading descriptive text learning in class X TPL 1 of SMKN 2 Tulungagung, how to resolve it?

Teacher : Wasting time, some student active in class, less motivation and don't understand they read. Ask their friend to give them how to teach their friend how to study English.

Based on the interview, the teacher explained that each student had different capacities to receive a lesson and less motivation. There were active students, and some were passive. Many students could understand the lesson easily, but not a few were very difficult to understand and require a long time in every lesson.

Discussion

There are many methods and strategies currently offered, indicate to an educator to be able to choose which ones would be suitable to be applied in learning activities. The choice of learning strategy must also see whether it is in accordance with the material or not / whether using the learning strategy will be able to understand students, because there is no perfect and most suitable strategy, which is between one strategy to another complementing a strategy learning has advantages and disadvantages of each.

Based on the results of the implementation of the Small Group Discussion strategy in teaching reading descriptive text in X TAB 2, this Small Group Discussion strategy is also inseparable from advantages and disadvantages, among the advantages and disadvantages, among others, as follows:

- 1) Strengths of Small Group Discussion Strategies when applied in teaching reading descriptive text in X TAB 2 at SMKN 2 Tulungagung
 - a. Make learning activities active, because students not only listen to the teacher's explanation, but students are given the opportunity to express their ideas and ideas.

- b. Teach students to be willing to respect the opinions of others and cooperate with other friends. When this is applied in Small Group Discussion activities, students indirectly learn to respect the opinions of others and learn to cooperate in working on the problems.
- c. Can train and develop social and democratic attitudes for students. this is what makes the teacher use the Small Group Discussion strategy.
- d. Can improve communication skills for students. Students who usually just sit and listen to the teacher's explanation, lack training in communication between students and teachers and with other students. By using the Small Group Discussion strategy, communication between students and teachers and between students will be more intense.
- e. Develop their knowledge, because they can exchange opinions and knowledge between students both in their groups and with other groups. With small group discussion activities students' knowledge is not only from the teacher but also from other students as well, this is different when the teacher uses the lecture method, which is the source of the informant's only teacher.

2) Disadvantages of Small Group Discussion Strategies when applied in teaching reading descriptive text in X TAB 2 at SMKN 2 Tulungagung.

- a. With Small Group activities the discussion will take up more time, this is because the discussion on discussion activities can come out of what should be discussed so that the time will be longer, this is the teacher's job when the discussion activity is out of what should be discussed, then the teacher must be assertive and restore student debate to the real issues that must be discussed.
- b. Students who happen to get a group with students who are said to be clever, will cause dependence on the group, so he only relies on group friends to answer and discuss the questions that have been given, so that the students' role in the group does not contribute ideas / ideas.
- c. Classes that are usually conducive when the teacher explains the material, turns into a crowded and noisy class, and class divisions into groups, making it difficult for teachers to supervise students from the front of the class, but the teacher must go around the group so that the teacher's work becomes more heavy because the teacher's attention not only to each individual student but to the group also does not escape the attention of the teacher.
- d. With these various weakness, if those advantages can cover the weakness. This is where a teacher must be able to minimize the weakness by means of

discussion activities are often carried out so that students are more familiar and accustomed to carrying out small group discussion procedures so that the weakness can be minimized by the advantages that exist.

CONCLUSIONS AND SUGGESTIONS

Conclusion

Then based on results existing research and theoretical basis, then at the end of this thesis can be taken conclusion as follows:

1) The implementation/the process

The implementation/the process of teaching reading descriptive text by using the Small Group Discussion strategy at X TAB 2 at SMK 2 Tulungagung is procedurally mostly carried out according to what has been planned in writing in the lesson plan: starting from explaining the procedure for implementing learning, divide the class into small groups and ask group representatives to come forward and present the results of the discussion.

2) Problems faced by teachers

Problems faced by teachers in teaching reading descriptive text using Small Group Discussion strategies revolve around: not all students are active, students have difficulty in answering questions and learning activities spend a lot of time. So what must be done is to improve teacher competency in classroom management and time for the process learning can run effectively and efficiently.

Suggestion

Given how important some active learning strategies are is one way to improve student learning outcomes, develop potential, and realize a learning that involves full student activity in learning, Teachers must have more preparation in making learning planning and control the class, for the Students follow lessons from beginning to end. For further researchers, the researcher hopes that the next researcher can give more perfect analyze in next period and give more information and reference in the future.

REFERENCES

- Mursyid. (1992). Learning descriptive text. *English for Special Purposes*, 3(4), 1–22.
- Brewer, E. W. (1997). 13 Proven Ways to Get Your Message Accros; The Essential Reference fo Teachers, Trainers, Presenters, and Speaker. *13 Proven Ways to Get Your Message Accros; The Essential Reference Fo Teachers, Trainers, Presenters, and Speaker*.
- Hancock, B. (2006). An Introduction to Qualitative. *Qualitative Research*, 4th, 504. <https://doi.org/10.1109/TVCG.2007.70541>
- Grabe, W., & Stoller, F. L. (2012). Teaching Reading. *The Encyclopedia of Applied Linguistics*. <https://doi.org/10.1002/9781405198431.wbeal1174>
- Neill, A. O. (2018). *Qualitative research methods Qualitative research definition*. 1–11.