

The Impact of Small Group Discussion Technique And Word Search Puzzle Game On The Students' Reading Comprehension

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ABSTRACT

The objective of this research was to know the impact of small group discussion technique and word search puzzle game methods based on impact on the students. Reading Comprehension Related to research objectives, a pre-experimental quantitative research design was used. The research design is one group pretest-posttest. The sample of this research were seventh grade students of SMP Negeri 11 Sorong Regency which consisted of 30 students. The researcher chose this class because the class lacked reading comprehension. In collecting data, this study used 13 matching words for pretest and posttest. In analyzing the research data using SPSS analysis and N-Gain test to calculate the data. The result of T-test show that is P value (0,00) < alpha (0.05). It indicated that there is a significant difference in student score between pretest and posttest. It means that the alternative hypothesis which said that Small Group Discussion technique and word search puzzle game Method based on impact the students' reading comprehension at SMP Negeri 11 Sorong Regency is accepted, and null hypothesis is rejected.

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1. Introduction

One of the most important aspects of learning a foreign language is vocabulary. When people want to speak and learn a language, they must first learn the vocabulary of that language. The importance of vocabulary is to help students develop their language skills. Students with a strong vocabulary will find it easier to master language skills beside students with a limited vocabulary (Sabri, et al., 2019). According to (Nappu, 2017), found that vocabulary is a group of words that create a language. Vocabulary is very important because without learning vocabulary we are difficult to communicate with others. According to (Triariani, 2020) Vocabulary is typically a matter of remembering, as opposed to learning grammar, which is primarily a rule-based system. To teach as effectively as possible, it is necessary to understand how words are remembered and stored in students' minds, as well as how long term memory is organized.

Based on observation at SMPN 11 Kabupaten Sorong, the reseacher found that the teacher utilized the same method during every class to teach vocabulary. so, the students became bored because of the teacher's teaching methods. To solve this problem, the researcher intended to compare two media in learning process to enhance the students' ability. They are flashcards and word wall. According to Cross as cited in (Matruty, 2021) flashcards is a simple picture on a piece of card or paper, which is

probably the most widely used visual aids in language teaching. It means that flashcards are a type of media that consists of a picture and can help teachers teach English more effectively. According to Harmer as cited in (Sholikhah, 2013), the kinds of vocabulary can be classified into seven groups. There are Noun, Pronoun, verb, adjective, adverb, preposition, conjunction Using flashcards to teach students' vocabulary is also interesting because teachers can show the students the picture, which helps them understand the meaning of each picture. It relates to the statements of (Nurarsida, 2022) and (Satriawan, 2019), who found that the use of flashcard media was effective in the learning process and improved students' English vocabulary.

A word wall is a collection of age-appropriate high-frequency sight words that are organized into groups or categories and displayed on the wall of a classroom for children to easily see and learn. The main objective of a word wall is to assist students in developing sight word recognition so that they can recognize them at a glance (Huebner & Bis Ush) as cited in (Usipa, 2020). Furthermore, word walls are a visual aid that helps students remember word connections, retain knowledge of the word, and eventually read it automatically. It relates to the statements of (Ikbali, 2021) and (Usipa, 2020), who found that the use of word wall media was effective in the learning process and improved students' English vocabulary.

There are some previous studies that related to this research. The first is taken from N Indah (2018) entitled "Using Small Group Discussion Technique in Teaching Reading (A Study at SMAN 1 Darul Makmur)". The result of this research, the researcher found that using small group discussion technique can improve reading comprehension. The students have positive responds towards the Small Group as away to improve student ability in reading comprehension. It can be seen that, there is significant differences between the result of pre-test and post-test. The result of pre-test was 38,5 and the result of post-test was 75. Then, the questionnaire results of student respond was 99,22 and students unresponsive was 7,78. The result of the t score was 9,30 an the t table was 1,72. In this case, the improvement shown before and after applied small group discussion technique. It indicated that the t score is higher than t table $9,30 > 1,72$. It means that, using small group discussion technique can help student to improve reading comprehension, especially at the first grade students of SMAN 1 Darul Makmur Nagan Raya.

The second is thesis entitled "The Influence of Using Word Search Puzzle Game towards Student Vocabulary Mastery at The First Semester of The Eight Grade of Ambarawapringsewu Academic" by Ambiyatul Um (2018). From the data analysis computed by using SPSS, it was obtained that in wordmeaning, Sig. = 0.109 and $\alpha = 0.05$. It means that H_a is rejected because Sig. $> \alpha = 0.05$. In word form, Sig. = 0.000 and $\alpha = 0.05$. It means that H_a is accepted because Sig. $< \alpha = 0.05$. In word use, Sig. = 0.079 and $\alpha = 0.05$. It means that H_a is rejected because Sig. $> \alpha = 0.05$. Therefore, there is a significant influence of using wordsearch puzzle game towards students' word form at the eighth grade of SMP N1 Ambarawa in the academic year of 2017/2018.

The difference is this research want to use Small Group Discussion technique and Word Cross Puzzle in teaching reading comprehension. The Word Cross Puzzle is used to help the students vocabulary in the text and the small group discussion technique is used to help the student in understanding the content of the text by discussion.

For teachers, with the help of this study, teachers will be able to determine whether or not using small group discussions to teach English reading comprehension is effective. For students, the study's findings will allow students to experiment with how small-group talks may be used to teach English in the classroom. Other researchers who want to pursue this study will serve as a guide for the creation of the service system, particularly for reading comprehension.

2. Method

This research, the researcher use pre-experimental design. In a pre-experiment either a single group or multiple groups are observed after some treatment presumed to cause change. There are two forms of the pre-experimental design, consist of pre-test and post-test. The researcher gives the students the pre- test to know the students' ability in reading comprehension. Then, the students conduct the treatment by using Small Group Discussion and Word Cross Puzzle Game. The last, the students do the post- test. The researcher uses post-test to know impact of Small Group Discussion and Word Cross Puzzle Game on the students reading comprehension. The total population in this research is 60

students of eight grade at SMPN 11 Kabupaten Sorong divided into two classes. The sample of this research is the VII A which consisted of 30 students with 20 males and 10 females.

The class is given pre-test measuring the students' reading comprehension and their achievement. Then the students conduct the treatment by using small group discussion and word cross puzzle game. The last, is given posttest. The researcher used reading test which consists of 20 multiple choice questions about descriptive text.

The researcher used the Independent Sample T-test method. If the significance value < 0.05 , then the H_0 is rejected and H_a is accepted. It indicates there is significant difference between the students taught through flashcards and the students taught through word wal. Otherwise, if the significance value > 0.05 , then the H_0 is accepted and H_a is rejected. It indicates there is no significant difference between the students taught through flashcards and the students taught through word wall.

3. Findings and Discussion

This analysis describes detailed explanation of the rate percentage of pre-test and post-test, mean score and standard deviation, and inferential analysis in pretest and posttest.

Table 3.1 The Rate Percentage Students Reading of Pre-test and Post-test

No	Classification	Range	Pretest		Posttest	
			F	P	F	P
1	Very good	90-100	0	0	1	5
2	Good	70-89	0	0	12	55
3	Fair	50-69	0	0	9	41
4	Poor	30-49	14	64	0	0
5	Very poor	10-29	8	36	0	0
Total			22	100	22	100

The table showed the rate percentage student vocabulary of pretest and posttest. In pretest there are 8 (36%) students get very poor score, there is 14(64%) student get poor score. In posttest 9(41%) students are get fair score and there are 12 (55%) students get good score. By this analysis, after given treatment by the researcher occurs increased of the students' score than previously.

The table below explained the students mean score and standard deviation in pretest for experimental one class.

Table 3.2 Mean Score and Standard Deviation

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	35.23	22	8.519	1.816
	Posttest	70.23	22	6.451	1.375

The table showed that the mean score of students in pre-test is 35 with standard deviation is 8.519 and error mean 1.816. While, in post-test is 70 with standard deviation 6.451 and error mean 1.375. It indicated that the mean score of the students in pretest is higher than posttest.

3.1. Normality Test

Table 3.3 Normality Test

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Pretest	.249	22	.001	.798	22	.000
Posttest	.196	22	.028	.934	22	.151

1) a. Lilliefors Significance Correction

In this research, the kind of normality test used is Shapiro-Wilk because the total of the sample is less than 50. In pretest the significant score is 0.00 and in posttest the significant score is 0.28. So, in both in pretest and posttest the data is distributed normally because the significant score is higher 1.51

Table 3.4 Paired Sample T-Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-35.000	8.864	1.890	-38.930	-31.070	-18.520	21	.000

The data analysis above used to know the whether there is significant different score between pretest and posttest or not. Statistically, there is a different score if the P-Value smaller than 0.00 and there is no different score if the P-Value higher than 0.05. From the data above, we can see that there is a different score between pretest and posttest because the P-Value (0.000) than smaller P-value (0.05). It means that the students' reading comprehension score between pretest and posttest is significantly different. In other words, it can be stated that after treatment, there is a significant difference. It means that the alternative hypothesis which said that Small group discussion technique and word search puzzle game -based on impact the students' reading comprehension at seven grade of SMP Negeri 11 Sorong regency is accepted and null hypothesis is rejected.

3.2. Discussion

The discussion deals with argument and further interpretation of the research findings. Based on the findings above, the impact of Small Group Discussion and word search puzzle game can be proven by analyzing the posttest result. The result shows that the mean score of the students' posttest is increased after giving the treatment. It can be seen through the mean score of the students' pretest which was 35 (poor classification) becomes 70 (good classification) in the posttest. After Analyzed the result of N- Gain Test, the alternative hypothesis which said that Small Group Discussion and Word search puzzle game Method impact the students Reading Comprehension at SMP Negeri 11 sorong regency is accepted and null hypothesis is rejected.

There are some factors that influence the result of this research. First, when the students entered SMP Negeri 11 they seemed happy and researcher wanted to do pretest, they were happy then exited to do the pretest. After the next day learning using a game in the form of word search puzzle game is accepted students also ask for additional time for me to teach them.

Second those who still like to skip classes and don't want to go class but can still persuade them. Moreover, after the learning uses their Small group discussion method. Third the students are excited because the students know that to increase their understanding of reading English using small group and word search puzzle game method at seventh grade.

Fourth then after the style of doing the posttest seemed a little disappointed because they didn't want to split up this requires a lot of learning about the method small group discussion and word search puzzle game to be more effective in teaching.

4. Conclusion

First, the result of paired sample T-test, show that the P-Value (0.00) < alpha (0.05) which show that there is a significant different of the students score between pretest and posttest. So, it can be concluded the alternative hypothesis which that Small Group Discussion Method and word search puzzle game -based on impact the students' reading comprehension at Seventh Grade On SMP Negeri 11 Sorong Regency is accepted, and null hypothesis is rejected. Second, Small group discussion and Word search puzzle game method based on impact the students' reading comprehension make the students more excited during the learning process.

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