
**IMPROVING THE STUDENTS' READING COMPREHENSION ON NARRATIVE
TEXT BY USING BUZZ GROUP TECHNIQUE AT GRADE VII OF SMP YAYASAN
PERGURUAN KELUARGA
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ABSTRACT

This research was aimed at improving the reading narrative text comprehension of the grade seven student of SMP YP.KeluargaPematangsiantar through the use of buzz group technique.This research is action research conducted in SMP YP.Keluarga. The subjects of the study were 26 students of VII-1 as a control class and 26 students as a experimental class of SMP YP.Keluarga in the 2019/2020 academic year. The data of this research were quantitative as the supporting data. The result in this research are teaching by using buzz groups technique can effectively improve students' reading comprehension. From the observation, the reseacher found that during the action, the students have shown their improvement such as they were able to comprehend the text well, the situation of the teaching and learning process became more enjoyable and interesting, and all of the students were involved in the teaching and learning process. They can share their knowledge and help each other in understanding the lesson material. The students not only learn from the teacher explanation, but they can learn from their friends who also learn the same thing. From the reading narrative text comprehension test, the students' pre-test in control class mean score was 16.47 , increasing to 6.8 in thepost-test. And the students' pre-test in experimental class mean score was 6.2, increasing to 8.0 in the post-test. Therefore, it can be concluded that teaching reading by using buzz groups technique can improve the students' reading narrative text comprehension.

Keywords : Buzz Group Technique, Reading, Narrative Text

I. INTRODUCTION

Language has important role in human life, since it is a tool which human use to interact with other people. Therefore, mastering several foreign language is considerably necessary, especially English, status of English as universe language has made people in the world to mastering English. English is very crucial to be learn in this globalization era in wich people are obligated to stuggle for advancement and enhance their competence in order to be able to encounter the challenge. In the intellectual aspect, people will succeed in learning because the incredible amounts of information are in English.

According toTomlinson&Elis (1988 : 23) : “one reason for reading is that we want to understand other people's idea, if we were all identical there would be no point in most communication. Fortunately, for most purpose, the understanding need not to be total but the fact that we can't get inside the writer's mind is no excuse for not doing our last to understanding what he/she want to say.

Buzz groups technique is beneficial in teaching reading because it gives all students the space and freedom to express their ideas equally, so every students gets a chance to contribute to the discussion to solving the problem in question of reading text. Students could use their own knowledge and share their knowledge with their friends. Bisides that, they could interact with each other to solve problems. It would also help weaker students in learning.

By applying buzz groups technique, students will learn by themselves, learn more, feel more confident, feel more dedicate, enjoy the class, teach others and become independent learners. They can use their own knowledge and share their knowledge with their friends.

Through this technique students can work together in small group to help each other and then join in the larger group (whole class discussion). After students discuss in a small group, the teacher asks a spokesperson in each buzz groups to report out to the whole class. Each group can share idea related to the text and its questions which are given by teacher.

Buzz group technique is a team of four to six students that are formed quickly and extemporaneously to respond to course-related questions in order to get ideas that are generated with the feedback and discussed by whole group (Barkley, et al. (2001:112). In other words, it is a small group discussion formed for a specific task such as generating ideas, solving problems or reaching a common viewpoint on a topic and then followed by whole class discussions in larger groups to summarize the topic within a specific period of time. Large groups may be divided into buzz groups after an initial presentation in order to cover different aspects of a topic or maximize participation.

Based on the statement above, the researcher formulated the problem statement as follow : *Does the students' reading comprehension narrative text improve by using buzz group technique at grade SMP YP.Keluarga Pematang Siantar?* The aim was to find out the application of buzz group technique can improve reading comprehension of the grade seventh students at SMP Y.P. Keluarga Pematangsiantar.

II. METHODOLOGY

In this research, the researcher used pre-experimental research design. There was one class as the sample. Pre-test and Post-test were given to the sample. The design of this research as proposed by Arikunto (2010) is follows :

$$X = \frac{\sum X}{N}$$

Mean Y :

$$Y = \frac{\sum Y}{N}$$

Where :

X = the means of the score

N = the number of the students

$\sum X$ = the total score of Pre-test

$\sum Y$ = the total score of Post-test

Population is a group of people, things or events. As Gay (1996: 12) states, "Population is the group of interest to the researcher, the group to which she or he would like the result of the study to be general". Thus, the population of this research was all the seventh grade students of SMP Y.P. Keluarga Pematangsiantar. There was 102 students in four paralel classes. The sample must represent the condition of the population. For that reason, the researcher choose two classes as the sample of the research from the selected population; they are VII-1 as the control class and VII-3 as the experimental class. The sample was chosen by applying purposive sampling technique. The researcher applied that technique because it was appropriate to the design of the research. Further more, the English teacher at SMP Y.P.Keluarga Pematangsiantar recommended the rsearcher to conduct a research in those two classes because most of the students of those classes still had problems in learning English, especially in reading comprehension.

In collecting the data, the researcher used test as the instrument. the test only consisted of posttest which was given to the both experimental class and control class. Before doing the posttest to ward the two groups, she gave a treatment only for the experimental class while the control group did not. The posttest was used to measure the competence and the achievement of the students' in mastering simple present tense after the treatment.

Table 1. scoring system

Type of test	Explanation	Score	Number of item	Maximum scores
A.	True-false statements			
	1. True	1	10	10
	2. False	0		
	3. No answer	0		
			10	10

The students were treated by using buzz group technique. The treatment was conducted for two meetings. Each meeting took 2 x 40 minutes. During the treatment, the researcher taught how to comprehend a reading text, in this case is to find out information and idea of the reading text.

After giving treatment to experimental class and the posttest to both class, the researcher analyzed the data. Firstly, she computed the mean score to analyze the gained data by using formula recommended by Arikunto (2010).

1. The mean score

$$X = \frac{\sum X}{N}$$

Mean Y :

$$Y = \frac{\sum Y}{N}$$

Where :

X = the means of the score

N = the number of the students

$\sum X$ = the total score of Pre-test

$\sum Y$ = the total score of Post-test

2. Finding The Standart Deviation

The Standart deviation is calculated functions to know give the researcher a measure that show how much variability there is scores. So, the formula is used :

$$SD = \frac{\sqrt{\sum x^2 - \left(\frac{\sum x^2}{N}\right)}}{N} \quad (\text{Arikunto, 2006})$$

Where :

SD = Standart deviation

X^2 = Score of post-test square

N = Number of Students

3. The third, to find out the effect of the treatment the writer used a formula recommended by Arikunto in Hardianty, Nadrun and Mukrim (2013:7) as follows :

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}}$$

Where :

t = Test score

Md = Mean deviation from pre-test and post-test

$\sum x^2 d$ = Sum of squared deviation

N = Number of students

4. Significant Difference

To analyze the effect size of using Buzz Group Technique in teaching reading narrative text in SMP Y.P Keluarga Pematangsiantar the researcher uses the formula recommended by Cohen in Lisdarsih (2016:5), as follows :

$$ES = \frac{X2 - X1}{SD}$$

Where :

ES = Effect size/significant difference

X2 = The mean score of post-test

X1 = The mean score of pre-test

SD = The standart deviation from pre-test and post-test

FINDINGS

The researcher, in order to get the main data, gave a test to the sample of the researcher. Being the sample, both experimental class and control class were given the posttest by the researcher, while the treatment was only applied in experimental class. In other word, after finishing the treatment , the researcher gave posttest to the students in order to measure whether or not the use of buzz group technique can give a good contribution in teaching English to the students, especially in improving students' reading comprehension. The posttest was given to experimental and control class.

Having given the posttest to both groups, the researcher analyzed data of posttest for each class, firts, the researcher computed the students' individual score in posttest. The findings of the posttest is presented in table 2 and 3

Table 2

The Students' score of Post-test in control class

No	Name	Y	$\sum Y$
1	AGUS ALGANI	60	3600
2	ALLYSHA INKA KH	60	3600
3	AMRAN IRSANDI	60	3600
4	ASFIKA N.C. SIREGAR	60	3600
5	AULIA .P. LARASATI	50	2500
6	FATHURRAHMAN .A. HARAHAHAP	60	3600
7	FEBY INDRYANSYAH	60	3600
8	FIRMANSYAH	60	3600

9	HAIKAL IBNU MAHWI	60	3600
10	LIA .P. RAMAHDANI	70	4900
11	M.SYHRIL ANWAR	60	3600
12	NAZWA ARIFAH	50	2500
13	NAZWA SALSABILA NASUTION	80	6400
14	NISA SAHFITRI	60	3600
15	RAFI DWI ANDIKA	60	3600
16	RAFI PRIANDA	60	3600
17	REVANDI	60	3600
18	SABDA FATHURRAHMAN	60	3600
19	SRI RAHAYU	60	3600
20	SUCI ASTARI	50	2500
21	SULASYONO	60	3600
22	WAIS .P. SIREGAR	80	6400
23	MAHESWARA DIP PUTRA	60	3600
24	RAFI KHAIRULLAH	60	3600
25	ADRIAN .S. MAHARDIKA	60	3600
26	SYAHWA NIA ANDIRA	60	3600
	TOTAL	Y = 1580	3,97200

Table 3

The Students' score of Post-test in experimental class

No	Name	Y	
1	AMIKA AZZA BINTANG	100	10000
2	ANGGA ARYA .S.D.	70	4900
3	AURA AULIA EFIKA	80	6400
4	AZIZAH PRATIWI	80	6400
5	DAFA GHALI TARIQ	70	4900
6	DHEA SECTRYANKA .S.	70	4900
7	DIMAS AFRIZAL	70	4900
8	FAHRI NASUTION	80	6400
9	FERY GUNAWAN	70	4900
10	KAYLA NAZWI .S.	70	4900
11	M.NABIL ARDANA .N.	80	6400

12	M.AZLANSYAH .S.	80	6400
13	NAUFAL HABIBIE .S.	80	8100
14	NIA AUDINA	80	6400
15	NOVA MEY WINDA	80	6400
16	NURUL HAFIFAH GEA	60	3600
17	OKA AL-FAHRIHZ	80	6400
18	RATNA AYU .S.	70	4900
19	RAUDATUNNISA	80	6400
20	RIDWAN FADILA	80	6400
21	SYAHID HIDAYATULLA	80	6400
22	TIA APRILIA	90	8100
23	TRI VANIA ARIANDA	70	4900
24	ULI SINTIA SARI	70	4900
25	AWAN ZOHARI POHAN	70	4900
26	WIJI ANGGRAINI	70	4900
	TOTAL	Y = 1980	$\sum Y^2 = 152400$

After computing the students' individual score on the posttest, the researcher calculated the students' mean score, The result 60.79 for the control class and 76.15 for experimental class. Moreover, after getting the students' means score of each class, she computed the standart deviation by getting standart deviation of the students' score in experimental class first and the result is 7.07. following the previous computation, she also computed the standart deviation of the posttest in the control class The result is 7.64.

After couting the standart deviation both control class and experimental class, the researcher then computed the effect of the treatment of difference between means of both control class is 51.03 and scores of experimental is 64.8. Moreover, having computed the effect of the treatment, the researcher needed to analyzed the data statistically in order to find out the significant difference the result of the posttest in control class is 3.52, and the result is experimental class is 3.53.

After analyzing the data of the test, the result of data analysis indicates that t-counted is 13.5 by applying of significant with the degree of freedom (df) 25 ($N - 1 = 26 - 1 = 25$). Based on analysis, the research hypothesis was accepted. So, using Buzz Group Technique can improve Reading Comprehension of the grade VII students at SMP Y.P.Keluarga Pematangsiantar.

III. DISCUSSION

In the preliminary research, it was found that students faced several problems in English teaching and learning process. Most of them have lack of the vocabulary so it is difficult for them to comprehend the text and they didn't know to produce the English word. As a result, they were shy and scared to communicative with the teacher.

The objective of this research was to find out whether or not buzz group technique can improve students' reading narrative text comprehension at the seventh grade students of SMP YP.KeluargaPematangSiantar. Moreover, the scope of this research only limited to improve reading comprehension on narrative text by using buzz groups technique for VII-1 grade students at SMP YP.Keluarga in Academic year 2019/2020. In order to verify the objective of this research, the researcher applied intact group design which is the form of pre-experimental design. The researcher employed two classes consisting of experimental class and control class one. These classes received the same test which is only posttest. Before giving the posttest she gave a treatment which was only for the experimental class.

In the process of treatment, the researcher taught the material with the different theme in every meeting. At the first meeting, she gave explanation and example about the theme of the text by giving some question related to the text. Consequently, it made them get specific information about the contents of the reading passage and they can connect the information with their experience. After explaining about the kind of the text, she asked the students to discuss with their buzz group to make a prediction about main idea of the passage and answer the question. After they found the answer the students shared and discussed their opinion and their answer to the partner. Moreover, the speaker of each group reports their answer. When all of buzz group finished the task, she gave the question to students randomly, so, all the students have to prepare their own understanding about the text so they can answer all of the question based on the text.

The treatment was conducted in two meetings. In each meeting, the students were given different text to build up their interest in working on the reading texts. There were one kinds of exercise that had to be done in order to measure whether the treatment was effective in improving students' literal comprehension. The exercise were to answer questions related to the text, and to decide whether the statements are true or false. First, in working on the working on the answering question exercise, they had to answer five questions related to the story. Its purpose was to assess students' reading comprehension of subject matter content. Second, the students had to decide which statement is true, and which one is false based on the passage. The true-false test was aimed at measuring the students' correctness of the statement in reading comprehension. After giving the treatment, the researcher administered the posttest to both classes in order to measure their progress after getting the treatment. Based on the result of the posttest, the students in experimental class had a better achievement in reading comprehension than the students in control class.

Thus, by using buzz group technique, it is easy for the students to solve their problem in literal comprehension. It was difficult for the students to comprehend the reading passage.

IV. CONCLUSION

After completing this research, the researcher draws some conclusion in terms of the use of buzz group technique in improving students' reading comprehension of narrative text. As presented in the first chapter, the objectives of this research was to find out whether the use of buzz group technique improving students' reading comprehension of narrative text.

Based on the research result, the mean score of post-test in experimental class was 76.15 and the mean score of post-test in control class was 53.46. It showed that the students' post-test score in experimental class was higher than students' post-test score in control class. It means that there was significant influence of using buzz group technique improving students' reading comprehension of narrative text at the seventh grade of SMP YP.KeluargaPematangsiantar.

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