USING BUZZ GROUP TECHNIQUE IN TEACHING READING COMPREHENSION TO THE TENTH GRADE STUDENTS OF SMA MUHAMMADIYAH PAGARALAM

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ABSTRACT

The main problem of this research "was there any significant difference in reading comprehension between students who were taught by using Buzz group technique and those who were not in the tenth graders of SMA Muhammadiyah Pagaralam?" The objective of this study was to find out whether or not there was any significant difference in reading comprehension between students who were taught by using Buzz group technique and those who were not in the tenth graders of SMA Muhammadiyah Pagaralam. The population of this research was all tenth grade students of SMA Muhammadiyah Pagaralam, consist of 259 students. Two classes were chosen as the sample and they divided into experimental class and control class that consist of 32 students each classes. The sample were taken by using purposive sampling. Quasi experimental method was used in this research. The result of pre-test and post-test in experimental class and control class were compared by using independent sample t-test, in term of reading aspects. The value of t-obtained was 4,628, at the significance value $p<0.05$ in two tailed testing with df = 62, the critical value of the t-table was 1.999. Since the value of t-obtained was higher than the critical value of t-table, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. It could be concluded that there was significance different in the students' reading comprehension in the experimental class at every aspect before and after treatment by using Buzz Group Technique.

Key words: Buzz Group Technique, Reading Comprehension

1. Background

Reading is one of the way to communicate in written form. Reading also can be taught as a way to draw information from the text and to form and interpreting information requires the work of brain actively. It is supported by Milaningrum (2013, p.2) she argues reading enables people to find out information from variety of texts, written or printed information from newspaper, magazines, advertisements, brochures, and so on. By reading we can get information from what what we see drom symbols or text.

Meanwhile, Nunan, (2006, p.68) state that reading is a fluent process of reader combining informational from a text and own background knowledge to build meaning. Through Reading students can increase their competence which is related to the target language. Provided that students more or less understand what they read, the more they read,

the better they get it. Reading and understanding are related to each other. Reading itself contains the activity to understand the text and information in the text. In order to understand or to get points from text, we need comprehension for it. Therefore, reading cannot be separated from comprehension.

In addition, Woolley (2011, p.15) Reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. If the students only read and cannot understand the content of the text, it means that the fails in reading comprehension. Jaya (2017) reading comprehension is process to understanding the content or meaning of the text to get the information from what we have read.

Based on the research that had been done by Susiana (2014) she found that most of the students still have low ability in reading activity. There are some problems faced by them in reading. First, students have difficulty in understanding English word, phrase and sentence in English. Second, the students have difficulty in finding the main idea of the text they read.

Third, students are not accustomed to practice reading in the classroom and everyday life. And the last, the teachers could not find the right method or technique to provide materials for students to learn and quick understanding the material presented.

Those problems is also found in SMA Muhammadiyah Pagaralam based on the research that had been done by syaputra (2018) he found that most of the students faced difficulties dealing with reading texts as their foreign language, and they lacked of vocabularies. Most of students were not able to understand what they had read and they were not confident to read. So, the reading activity in the classroom was not effective for them. All of the problem above make them think if reading in English it so difficult. In line with this situation, the English teachers need to apply an appropriate technique in teaching reading.

Some reading problems can be solved by using the suitable technique based on the students' condition. That is way the teacher also needs technique to make the class interesting, enjoyable, eager to learn, avoid being bored in the class and agree with the students condition. Then, to help the

students easier to comprehend a text reading, one of tehcnique that can be applied is Buzz group technique will be implemented in the class.

McKeachie (1994, p.232) defines, "Buzz groups technique as a technique to ensure student participation in large classes". He state that in teaching learning process, when the teacher becomes to a concept that lends itself to discussion, teacher asks students to form groups of five to six people to talk about the topic in reading text. Teacher instructs students to make sure each member of the group contributes at least one idea to the discussion. After 10-15 minutes, some of the groups report the ideas and teacher records their main points on the blackboard and make the conclusion. Using buzz group technique, students would have a fantastic forum for sharing ideas in reading classroom.

According to Barkley et al., (2001, p.112), "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 a feedback and discussed by whole group. Meanwhile, based on the

research that had been done by Permata (2014, p.19) The Buzz Group technique can increase students confidence and also leads the students to be more active and more interested in learning reading. They can learn not only from the teacher but also their friends while the discussion comes up. In the other side, According to Milaningrum and Mulyanto (2015) by applying buzz group technique in teaching reading comprehension more effective than Direct Instruction Method to teach reading comprehension and the students having high motivation have better reading comprehension than those having low motivation

Furthemore, Brewer (1997) stated that there are some advantages of using Buzz Group, such as: (1) It allows everyone"s ideas to be expressed, (2) participants learn to work in real-life situations where others" opinion are considered, (3) it sets the groundwork to get discussion started, (4) because members are expressing opinions, it is good for dealing with controversial subjects. So, buzz group technique could make the classroom in reading more active and interested.

2. Literature Review

2.1 The Concept of Reading

Reading is an active process which consists of recognition and comprehension skill. According to Jhonson (2008, p.3) Reading is the practice of using text to create meaning. Reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading can also be defined as the process in which readers learn something from what they read and involve it in academic context as a part of education (Grabe, 2009, p.5). Furthemore, Harmer (2010, p.99) Reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get it. Moreover, Nunan (2006, p.68) states that reading is a process of readers combining information from text and their own background to build meaning. Moreillon (2007, p.10) argues that Reading is making meaning from print and from visual information, it is an active process that requires a great deal of practice and skill. It means that to get language reader must be able to decode (sound out) the printed words and also comprehend what we read.

Based on that definition above it can conclude that reading is a process Combining the reader prior knowledge and what the information they read and the process to understanding a text such as ideas simple word. Mean that the reader should know the content of the reading text, because it is very important in learning.

2.2 The Concept of Reading Comprehension

Snow (2002, p.11) defines "Reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language". We use the words extracting and constructing to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension.

Most people perceive reading as a process of taking code, written language and transforming it into decode, spoken language. Although the details of this remain unresolved, and many experts question that the process involves so simple a translation, it is fair to say that for young children up to second grade, simple a translation, this is precisely

what happens. For primary grade students, reading really is a direct decoding of written text into spoken words, which are then process as spoken language via the same mechanisms that make listening comprehension possible.

Based on the theories above, the reseacher concludes that reading comprehension is very important for the reader because by understanding the text they can get the main idea and working their brain to get the meaning.

2.3 Buzz Group technique

Buzz group technique was used first by Dr. Donald Philips at Michigan State University. He would devide his large classes into six-members clusters asking them to discuss a certain problem for specifict period of time. It was not long until the new approach become known on campus as the "philips 66"method. He stated that buzz group tehcnique can be used with small groups or large groups with this system, the large group is devided into small group of six persons with as little movement of chairs as possible. The sub-groups are then given a 6 minute time limit to discuss the issue or problem.

In addition, Barkley et al., (2001, p.112) "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 a feedback and discussed by whole group". Each group can respond to more questions. In fact, some students have trouble participating in large group discussions or meetings. Therefore by dividing to whole class into small groups, more students have the opportunity to express their thoughts. Because students have had a chance to practice their comments and to increase their repertoire of ideas in their buzz groups, the whole-class discussion that follows is often richer and more participatory.

According to Brewer (1997, p.72) buzz groups encourage more efficient discussion. They can be used in many different ways and are most often used in combination with other technique. He also states Buzz group are formed by dividing large groups into small discussion groups of 2 to 5 people who meet simutaneously for a specified time to discuss a specific question, problem, or issue. Millanungrum (2013, p.98) says buzz group tehcnique more effective to teach reading comprehension especially for students who have high motivation.

And buzz group technique is kind of challenging and interesting teaching method which stimulate the students to know the content of the text detail by using group discussion.

Meanwhile, McKeachie (1994, p.232) defines, "Buzz groups technique as a technique to ensure student participation in large classes". He state that in teaching learning process, when the teacher becomes to a concept that lends itself to discussion, teacher asks students to form groups of five to six people to talk about the topic in reading text. Teacher instructs students to make sure each member of the group contributes at least one idea to the discussion. After 10-15 minutes, some of the groups report the ideas and teacher records their main points on the blackboard and make the conclusion. Using buzz group technique, students would have a fantastic forum for sharing ideas in reading classroom.

Before implementing Buzz Group technique, there are some preparation

should be done by the teacher. First, the teacher should prepare the appropriate yet interesting materials for the level of the students. The material can be taken from package book, internet or the other source. Second preparation is providing the media. The media can be pictures, texts, things, etc., which are suitable with the material that the teacher will teach.

3. Method of the Research

In this study, the researcher used the quasi-experimental research design. According to Fraenkel and Wallen (2009) "Quasi-experimental do not include the use of random assignment". One of the most commonly used quasi-experimental designs in educational research can be presented as :

Experimental O_1 X O2

Control O3 C O4

Where :

O1 : Pre-test of experimental group

O2 : Post-test of experimental group

O3 : Pre-test of control group

O4 : Post-test of control group

X : Treatment to experimental group (Buzz Group technique)

C : Control group (without treatment)

Source (Cohen, Manion & Marisson 2005, p.214)

In doing this study, the researcher treated the students at SMA

Muhammadiyah Pagaralam. Before doing the experiment the researcher gave a pre-test to the sample students. The sample students divided into two groups, as the experimental group and control group. Both of experimental and control group had different teaching procedure. In the experimental group, they got a treatment of the implementation of Buzz Group technique in their reading activity, while for the control group the treatment of conventionally. The population of this research was all tenth grade students of SMA Muhammadiyah Pagaralam, consist of 259 students. Two classes were chosen as the sample and they divided into experimental class and control class that consist of 32 students each classes. The sample were taken by using purposive sampling.

4. Findings of the Study

The data of this study are presented in the form of scores. The data were the result of the reading comprehension of the students in the pre-test and post-test. There are two main findings of the study, (1) the result of the tests or the decriptive statistic and (2) statistical analysis of the data. From the results of the multiple

choices test, it showed that in pre-test of experimental class the lowest score in the pre-test was 30 , the highest score was 75 , the mean score was 50,78, and the standar deviation was 13,97. Meanwhile in the post-test, the lowest score was 45 , the highest score was 95, the mean score was 68,59 and the standar deviation was 14.49. From the result of the multiple choices test, it showed that in pre-test of control class the lowest score in the pre-test was 25, the highest score was 75, the mean score was 50,31, and the standar deviation was 15,39 and the post-test, the lowest score was 30, the highest score was 75, the mean score was 52.03, and the standar deviation was 14,13. The following table presents the reading comprehension score distribution in the control class.

The result showed there was significant difference in students' reading comprehension in experimental and control class. In experimental class, the results of students' reading comprehension showed that in pre test there were 7 students (21,9%) which got failed level with mean score (7,188), 13 students (40,6%) got poor level with mean score (18,750), 8 students (25%)

got enough level with mean score (15,781), 4 students (12,5%) got good level with mean score (9,063). Meanwhile, in the post-test there were 7 students (21,9%) which got poor level with mean score (10,469), 6 students (18,7%) which got enough level with mean score (11,563), 10 student (31,3%) which got good level with mean score (22,344) and 9 student (28,1%) which got very good level with mean score (24,219). it found that the students' reading comprehension by sBuzz group technique of experimental class had improvement from pre-test and post-test.

While in the control class, the result of students' reading comprehension showed that in pre-test there were 10 students (31,3%) which got failed level with mean score (9,844), and 11 students (34,4%) which got poor level with mean score (16,094), 8 students (25%) got enough level with mean score (15,781), 3 students (9,1%) got good level with mean score (6,719). Beside that, in the post-test there were 8 students (25%) which got failed level with mean score (8,594), 11 students (34,4%) which got poor level with mean score (16,406), and 8 students (25%) which got enough

level with mean score (15,781), and 5 students (15,6%) got good level with mean score (11,250).

It could be concluded that the score of experimental class and control class in reading comprehension were different. The experimental class who were taught by Buzz group technique showed significance difference in the students' reading comprehension between control classes who were not taught by Buzz group technique. Based on the finding, the result of this study showed that there were significant differences for students' reading comprehension after got a treatment from Buzz group technique. It means that this strategy gave the students more motivation to be involved in the clasroom interaction. It can be showed from their ability in the reading performance. After getting a treatment from Buzz group technique the students in the experimental group made a better improvement for their reading comprehension. It can be showed from the mean score, the mean score of pre-test was 50,781 while for the post test the mean score was 68,594, it was also strengthened by the result of

paired sample t-test in aspects of reading.

It showed that there was significance different in the aspects of reading after treatment in experimental, it showed that all the aspects such as; main idea, detail, inference, vocabulary, and cloze elide had improvement since Buzz group technique was applied. Because reading is a complex process, Buzz group technique can improve the quality of reading comprehension looking for the information.

In addition, based on the level of achievment there were 7 students (21,9%) which got poor level with mean score (10,469), 6 students (18,7%) which got enough level with mean score (11,563), 10 student (31,3%) which got good level with mean score (22,344) and 9 student (28,1%) which got very good level with mean score (24,219).). It found that the students' reading comprehension by Buzz group technique of experimental class had improvement from pre-test and post-test.

Futhermore, the treatment which was given by the writer could give a significance different of students' reading comprehension. It can be

concluded that the buzz group technique could improve students' interest to be more active in their learning activity. In other hand, working together helping the students to monitor their understanding by predicting, clarifying, summarizing and questioning. The students with poor decoding skills were allowed to real aloud and solve their problem in comprehending the text with their group.

5. Conclusions

Based on the data analysis that is described in the previous chapter, it could be concluded that the problem of study was follow: was there any significant difference between students who are taught by using Buzz group technique and those who were not? The students who were taught by using Buzz group technique got better achievement in all the aspects of reading comprehension. It was proved by the student' mean score of post-test was 68,594. It means that there was significant progress in students' reading comprehension achievement after Buzz group technique had been implemented.

Based on the result of independent sample t-test. It

showed that the value of t-obtained was higher than t-table (t_{obt}4,628 > 1.999). So that the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. It means that there was significant difference between the students who were taught by using Buzz group technique and those who were not of the tenth grade students of SMA Muhammadiyah Pagaralam.

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