

BUZZ GROUP TECHNIQUE (BGT) IN TEACHING READING COMPREHENSION

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Abstract

This research was conducted to answer a question of : “ Is it effective using Buzz Group Technique (BGT) in teaching Reading comprehension?” Therefore, this research aimed to find out whether or not it was effective using Buzz Group Technique (BGT) in teaching Reading. The pre – experimental was applied in this research. The population was all the eighth grade students of SMP Negeri H. Wukirsari which consisted of 120 students. The sample was taken through cluster random sampling. There were 26 students from VIII E class as sample. The data were analyzed through four technique; (1) individual score, (2) Conversion of individual score based on Minimum Mastery Criteria (MMC), (3) Normality testing, and 4) Matched t-test. The result of this study were (1) the average score in pre-test was 39.84, (2) the average score in the post-test was 75.23, and (3) the result matched t-test was 8.098, which higher than 1.708 t-table. The critical value of 95% with degree of freedom (df) = 25 (26-1) significant level was 0.05. Therefore, the null hypothesis (Ho) was rejected and alternative hypothesis (Ha) was accepted. Finally, it was effective to use Buzz Group Technique (BGT) in teaching reading comprehension.

Key words: teaching, reading comprehension, buzz group technique

I. INTRODUCTION

Mashuri (2015:1) states that reading is one of the ways to communicate in written forms. A writer puts his idea on the page and a reader tries to understand the author’s ideas and thinks about what he has read. Because reading is used to communicate, when the reader needs to figure out what is being read. In finding out the idea of the paragraph, a reader should comprehend the text. Reading is not only to get information but it needs understanding and comprehension to get some points from the text.

According to Milaningrum (2015:67) comprehending is the ability of the reader to understand and gain meaning from what has been read in written texts. Reading and understanding are related to each other. In conclusion, reading comprehension consists of two words; reading and comprehension. Mashuri (2015:2) states that reading comprehension is a complex and complicated dialogue process, which is done by the author and the reader to process the meaningful interpretation or written verbal symbols through medium of writing. A reader does not only read the paragraph but also gets the lesson from the text. So, Reading comprehension is very important in order to get deep information through the text.

In teaching and learning process, reading is one of skills which is delivered by a teacher in the classroom. There are some kinds of text genres which is taught by a teacher.. Students are asked by a teacher to comprehend the text. Besides, The students will be tested by a teacher to answer some questions related to the text to examine whether or not the students understand what they read. There are ironic condition which appears in teaching reading comprehension. Students have poor motivation in reading English text. It appears because lack of English vocabulary. When they read a text and find out difficult words then they stop reading. Their mindset assumes that they should know the meaning of English vocabulary.

Another ironic problem which appears in teaching reading comprehension is students are difficult to formulate the main idea of paragraph. When students read English text, they just focus on translation. In fact, there are some text genres. Students can formulate the main idea based on the genre. The problem is more complex when students are difficult to differentiate the generic structure and language feature of the text. So, it is crucial for the teacher to apply a strategy in overcoming the problems.

Generally, there are teaching technique can be used by a teacher in teaching reading comprehension. One of the strategies is Buzz Group Technique (BGT). According to Brewer (1997:72) buzz group is formed by dividing large groups into small discussion groups of 2 to 15 people who meet simultaneously for a specified time to discuss a specific question, problem, or issue. This technique could be applied to either a reading and it is suggested to the students at Junior High School level up to senior high school level.

II. RESEARCH METHOD

This research was conducted by using pre-experimental method. Farhady (1982:19) states that pre-experimental design are not really considered model experiments because they do not account for extraneous variable of such a design in also questionable.

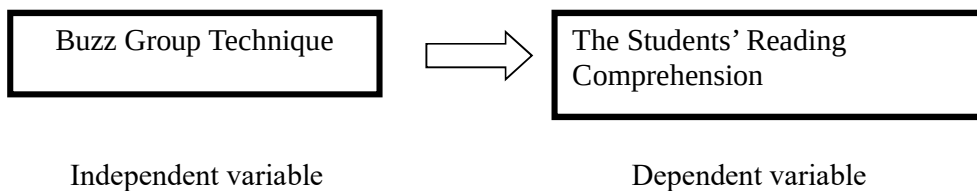
The steps were as follows:

- a. Surveying literature relating to the topic to be investigated;
- b. Identifying the study problems;
- c. Formulating study hypotheses;
- d. Constructing the experimental plan;
- e. Giving the try out for students
- f. Giving the pre-test for a group pre-experimental;
- g. Giving the treatment to the experimental class by using buzz group technique;
- h. Collecting the data by giving the post-test for a group pre-experimental;
- i. Analyzing the data and drawing conclusion;
- j. Writing the study report.

There are two kinds of variables of this research, independent and dependent variable. According to Fraenkel and Wallen (1991:42) an independent variable is presumed to have an effect on, to influence somehow, another variable. The variable that the independent variable is presume to effect is call the dependent variable in common term, dependent variable “dependd on” what the independent variable do it and how it effect. The independent variable of study the use of buzz group technique and dependent variable is the students’ reading comprehension.

Chart 1

Research variable



Arikunto (2006:130) states that population is the entire research subject. Arikunto stated that if someone wants to research element all in the research region, so the research as population research. Sugiyono (2014:61) stated that population is one of generalization region from object or subject in deal quantity and constant characteristic for the research and for the study and also at pull conclusion. The population in this study is all of the eighth year student of SMP Negeri H. Wukirsari . There are 120 students coming from fiveclasses as the population of the study. The writer got class VIII.E as the sample of this study that consist of 26 students. In analyzing the data obtained from the test, the writer used there are fotechniques. They are: 1) Individual Score, 2) Conversion of individual score based on Minimum Mastery Criteria (MMC), 3) Normality test, and 4) Matched t-test.

III. RESULT

There were five finding in the investigation: they were (1) the students' scores in the pre-test, (2) the students' scores in the post-test, (3) the comparison score between the students' score in the pre-test and post-test, (4) statistical analysis. The result of pre-test was 1 students (3%) who where passed and 25 students (97%) was failed in the pre-test. Treatment were given after pre-test. Finally, post-test were given after treatment. The result of post-test showed that there were 18 students (70%) who where passed and 8 (30%) was failed in the post-test.

1. The Students' Score in the Pre-Test

Based on the minimum mastery criteria, the writer found out that there were 1 (3%) students who could pass minimum mastery criteria and the students who scored below minimum mastery criteria were 25 (97%) students.

2. The Students' Score in the Post-test

Before giving the post-test, the writer taught reading comprehension by using buzz group technique. In this case the test items in the post-test were the same as those in pre-test. In the post-test, the highest score was 92 reached by 1 students (3.84%), and the lowest score was 40 reached by 1 student (3.84%). In addition, the average score was 75.23. So the students were passed category in the post-test score.

Based on the minimum mastery criteria, the writer found out that there were 18 students (70%) who were successful in the test and 8 students (30%) who failed in the post-test. The percentage of the students' qualification in the pre-test is shown in the following chart.

3. The Comparison Score between the Students Score in the Pre-test and Post-test

The finding in this study includes the students score in the pre-test, the students' score in the post-test, and the result of matched t-test calculation between the students score in pre-test and post-test. In this writer conducted distinction between students' pre-test and students' post-test scores. It was found out that the students' average score in the pre-test 39.84 and the post-test was 75.23.

In order to show the differences between the students' pre-test scores and the students' post-test scores, the writer presents the following table:

Table 4.1
Pre Test and Post Test

No	Kind of Tests	Higher Score	Lowest Score	Mean	Result	
					Passed	Failed
1	Pre-test	76	24	39.84	1 (3%)	25 (96%)
2	Post-test	92	40	75.23	8 (30%)	18 (70%)

Beside that, the writer found that the result of matched t-test was 8.098 which higher than 1.708 t-table. Meanwhile, the critical value of 95% with degree of freedom (df) 25 (26-1) Significance level was 0.05. it means that the null hypothesis (Ho) was accepted and alternative hypothesis (Ha) was rejected. Therefore, it was significantly effective to teach reading comprehension by using buzz

group technique to the eighth grade students of SMP Negeri H. Wukirsari. It means indirectly the buzz group technique was effective to teach reading comprehension.

4. **Statistical Analysis**

a. **Normality Testing**

Having obtained the mean score of pre-test and post-test, the writer also calculated the normality result by tabulating the scores based on the students' scores

1) **In the Pre-test**

Based on the data of the table of The List Frequency of observation and expectation of the students' scores in the Pre-test (see appendix C), the writer found out that $X^2_{obtained} = 5.55$ with degree of freedom (df) = 25 (26-1). Since level is 95%(0,05), and the $X^2_{table} = 11.07$. The data was normality, because

$$X^2_{obtained} < X^2_{table}$$

2) **In the Post-test**

Based on the data of the table of the list frequency of observation and expectation of the students' scores in the post-test (see table in the appendix c), the writer find out that $\chi^2_{obtained} = 5.63$ with degree of freedom (df) = 25 (26-1). Since level is 95 % (0.05), and the $\chi^2_{table} = 11.07$. The data was normality, because $X^2_{obtained} < X^2_{table}$. From the normality testing, it could be concluded that the data of pre-test and post-test were considered normal.

b. **Hypotheses Test**

Based on the students' score obtained both of pre-test and post-test, the writer calculated the matched t-test to find out whether or not it was significantly effective to teach reading comprehension by using Buzz Group Technique (BGT) to the Eighth Grade Students of SMP Negeri H. Wukirsari in the academic year 2016/2017?

The matched t-test calculation gave as the result. Meanwhile matched t-test was 8.098, which higher than 1.708 t-table, the critical value of 95% with degree of freedom (df) = 25

(26-1) significant level was 0.05. It showed that the calculation between students' score in the pre-test and post-test.

Based on the calculation it was found that N was 26, ΣD was 929, ΣD^2 was 38281, X_1 was 75.23, X_2 was 39.84. Before finding out matched t_{-test} , the standard deviation (SD) must be calculated first, the result of $SD = 22.26$. The formula to calculate SD was as follows:

$$SD = \sqrt{\sum D^2 -}$$

After getting the standard deviation (SD), the writer used it to find out the standard error of difference (SD), the writer used it to find out the standard error of differences (SD) = 4,37. The calculation was as follow: (See in appendix B)

$$SD = \frac{SD}{\sqrt{N}}$$

After finding out the standard deviation (SD) and standard error of difference (SD), Then the writer calculated the matched t_{-test} was 8.098. The formula to calculated matched t_{-test} was as follow (See in appendix B)

$$t_{obt} = \frac{\hat{x}_1 - \hat{x}_2}{SD}$$

In addition, the result of matched t-test calculation shows that the matched t_{-test} was higher than t_{-table} . matched t_{-test} was 8.098. it was higher than t_{-table} 1.708. It means that the null hypothesis (Ho) was rejected and automatically the alternative hypothesis (Ha) was accepted. So in this study, Buzz Group Technique (BGT) was significantly effective to be applied in teaching reading comprehension to the Eighth Grade Students of SMP Negeri H. Wukirsari.

c. **Matched t-test**

The writer calculated the matched t-test. The matched t-test calculation showed that the matched t_{-test} was 8.098 which higher than t-table was 1.708. The critical value of 95% with degree of freedom (df) = 25 (26-1) significant level was 0.05. It showed that. The null hypotheses (Ho) was rejected and the alternative hypothesis (Ha) was accepted. It can be concluded that matched t-test was higher than t-table ($t_{-test} > t_{-table}$). The writer calculated that it was significantly effective to teach reading comprehension by using Buzz Group Technique (BGT) to the Eighth Grade Students of SMP Negeri H. Wukirsari in academic year 2017/2018. Moreover, there was progress in the students' achievement between the pre-test and post-test. In other words, the teacher could apply the Buzz Group Technique (BGT) in teaching the students' reading especially in reading narrative text.

IV. DISCUSSION

Teaching is transferring knowledge and skill to the students about something. The activity of teaching must be occurring in the process of the student learning and a process of teacher in demonstrating materials. Teaching in this study refers to teaching reading comprehension by using "Buzz Group Technique".

Based on the findings that were shown above and after getting the data from test, the writer interpreted the result of the data analysis. As described above, the writer found that after teaching reading comprehension by using Buzz Group Technique (BGT). Mulyanto (2015:68) buzz groups technique is a small discussion group formed for a specific task such as generating ideas, solving problems or reaching a common viewpoint on a topic within a specific period of time.

According to Ni'mah (2015:29) buzz group technique is a technique used as an excellent means of getting total participation of students from small groups to a large group, which help students to dig their critical thinking dealing with some topics in their surroundings. Based on the result of the writer, to know the students' effective to teach reading comprehension by using buzz group technique, the writer gave the test namely, pre-test and post-test to the students, but before the writer give post-test to the students, the writer gave treatment to know the significant difference between the students score before gave the treatment and after gave the treatment.

Some data includes in the pre-test score; (a) the students average was 39.84(b) the highest score 76 which reached by 1 students (3.84%), (c) the students lowest score was 24 which reached by 3 student (11.53%). It can be interpreted that their ability in reading comprehension was failed category.

Based on the writer, there were some problems. The problem was found out that the students could not answer the test of reading questions. Therefore, the students lack idea to answer the questions of reading especially in narrative text. In addition, the common problems happened when a learner studies reading is vocabulary. Many students can not determine the meaning of a simple word, although the words that they have to answer have been learned and known by them. It means that they had no idea how find the meaning of the words that was stated in the questions.

After the writer has done the pre-test. The writer give treatment for the students and the writer was conducted four meetings. In the treatment the writer used buzz group technique to teach reading comprehension. After conducted the treatment, the writer continued administering the post-test.

Some data includes in the post-test score; (a) the students average was 75,23(b) the highest score 92 which reached by 2 students (3.84%), (c) the students lowest score was 40 which reached by 1 student (3.84%). It means that after treatment, the students could make better achievement than in the pre-test.

It was found that the students' reading comprehension achievement increased. It could be seen from the difference between students' average score obtained in the pre-test and the post-test. In the pre-test, the students' average score was 39.84, before being taught by using Buzz Group Technique, their average score of reading comprehension was "failed" qualification based on the students' minimum mastery criterion (MMC). In the post-test, the students' average score increased to be 75.23, it was in "mastered" qualification, it mean that after the students were taught by using Buzz Group Technique the students' reading achievement got improvement.

Furthermore, the writer found the result of the standar deviation was 22.26. The writer calculated t-test or calculated mached t-test was 8.098, it was higher than 1.708 t-table, which the significance of 0, 05 for degree of freedom (df) = 25 (26-1). Significance level was 0, 05. It means that inderectly the buzz group technique was effective to teach reading comprehension. The null hyphotheses (Ho) was rejected and an alternative hypothesis (Ha)

was accepted. In order word, it was significantly effective to teach reading comprehension by using buzz group technique to the eighth grade students SMP Negeri H. Wukirsari.

There are some factors which cause the post-test score could be higher that the pre-test score. The student' not only read the word but also comprehend the contents of the text. It mean that the students were tarined to get the main ideas and detailed information of the passage. In line with the theory from Barkley cited in Mashuri (2015:3) "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.

IV. CONCLUSION

Based on the findings above, the conclusions are. First, it was significantly effective to teach reading comprehension by using Buzz Group Technique (BGT) to the eighth grade students of SMP Negeri H. Wukirsari. It was statistically proven from the students' average score in the pre-test was 39.84 and the students' average score in the post-test was 75.23 the students' average score in the post-test was higher that the students' average score in the pre-test.

Furthermore, from the analysis of data analysis during experiment, it was concluded that the students made as better improvement in reading achievement. Some of the students were active in filling up the Buzz Group Technique (BGT) sheet. In addition, the Buzz Group Technique (BGT) used by the writer really helps them to comprehend more about reading text.

Finally, it was proven statistically from the matched t-test, match t-test was 8.098. It was higher than t-table1,708. Therefore, the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. It means that it was significantly effective to teach reading comprehension by using Buzz Group Technique (BGT) zto the eighth grade students of SMP Negeri H. Wukirsari.

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