

# THE USE OF BUZZ GROUP TECHNIQUE TO IMPROVE THE SEVENTH GRADE STUDENTS' READING COMPREHENSION

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## Abstract

The objective of the research is to prove that the use of Buzz Group Technique is effective in improving students' ability in reading comprehension of Descriptive text of the Seventh grade students of SMP Negeri 1 Toribulu. This research used a quasi-experimental research design which involved experimental group and control groups. The research samples VII A as the experimental group with 30 students and VII B as the control one with 30 students selected by using lottery. The data of the research were collected through pre-test and post-test. The mean score of experimental group on pre-test is 46.5, while that of the control one is 63. The mean score of experimental group on post-test is 89,33, while of the control one is 84,83 by using the 0.05 level of significance and 60 degree of freedom, it was discovered that the value of the  $t_{\text{counted}}$  (5,57) is higher than the  $t_{\text{table}}$  (1.567). It means that the hypothesis is accepted. In other words, the use of Buzz Group Technique is effective in improving students' reading comprehension in Descriptive text of the seventh grade students at SMP Negeri 1 Toribulu.

**Key words:** *Improving Reading Comprehension, Buzz Group Technique, Descriptive Text*

Tujuan dari penelitian ini adalah untuk membuktikan bahwa penggunaan kelompok dengung efektif untuk meningkatkan kemampuan siswa kelas tujuh dalam pemahaman membaca teks deskripsi di SMP Negeri 1 Toribulu. Penelitian ini menggunakan desain kuasi-eksperimental yang melibatkan dua kelompok siswa sebagai kelompok eksperimen dan kelompok kontrol. Sampel dari penelitian ini adalah kelas VII A sebagai kelompok eksperimen dengan 30 siswa dan VII B sebagai kelompok kontrol dengan 30 siswa. Sampel dari penelitian ini dipilih dengan teknik lotre. Penelitian ini dikumpulkan data dengan melalui pre-test dan post-test. Nilai rata-rata yang di peroleh kelompok eksperimen di pre-test adalah 46,50 sedangkan kelompok kontrol memperoleh nilai 63. Nilai rata-rata yang diperoleh kelompok eksperimen di post-test adalah 89.33 sedangkan kelompok kontrol memperoleh 84.33. Dengan menggunakan tingkatan signifikan 0.05 dan 60 derajat kebebasan, hasil

(1.567). Hal ini dapat dikatakan bahwa hipotesis penelitian ini di terima. Dengan kata lain bahwa penggunaan kelompok dengung efektif untuk meningkatkan kemampuan siswa kelas tujuh dalam pemahaman membaca teks deskriptif di SMP Negeri 1 Toribulu.

**Kata kunci:** *Meningkatkan Pemahaman Membaca, Carita Rakyat, Teks Naratif, Teks Deskriptif*

## INTRODUCTION

Reading is one of the important aspects of language learning. Reading is a process to get information from text. By reading a lot, students can get knowledge, ideas, reference to be applied in speaking and writing skill. Reading is a process of understanding and comprehending a written text. People need to read in order to get information and knowledge from what they read in order to get information and knowledge from what they read. According to Peten and Jein (2008) reading is the most important activity in any language class it is not only a source of information and a pleasure able activity but also as a means of consolidating and extending one's knowledge of the language. Snowing and Hulme (2005) define that that reading is information processing: transforming print to speech, or print to meaning. Nuttal (2005) states that reading is regarded as one of English skill that need reader interpretation from text. In this case, Nuttal viewed that reading essentially focuses on meaning, especially delivering meaning from writer to reader. It means that reading activity builds thinking collaboratively among the reader, the writer, and the text. Furthermore, Stephanie (2007) defines reading as a dialogue between the reader and the author. It means reading is a learning process of transferring information from writer to the reader by using written form.

There are two types of reading, they are silent reading and reading aloud. First, silent reading is an important skill in teaching English. Silent reading is applied to acquire a lot of information. Second, reading aloud also plays important role in teaching English. Reading aloud has some advantages such as; encouraging learners to develop their reading skills by speaking or expressing ideas and it makes reading very enjoyable while teacher uses reinforcement during reading.

According to Chard (2008:7) "first, reading comprehension is a complex cognitive process that cannot be understood without a clear description of the rule that vocabulary development and vocabulary instruction play in the understanding of what has been read. Second, comprehension is an active process that requires an intentional and through interaction." Basically define as the ability to understand the information which has been read.

According to Jannete, Sharon and Alison (2007) that another way to comprehend the reading text is to follow three steps procedure such as mentioning, accessing and practicing. Mentioning means the teacher mention and explain about the skill that students need to use, practicing means the teacher let the students to practice the skill by themselves and accessing means the teacher asses the students whether they use the skill successfully or not. Snow

(2002) explains that extracting and constructing meaning through interaction and involvement with written language. Furthermore, Weswood (2001) defines that comprehension must be the central focus of teaching students to read and not something to be emphasized only after the students have learned how to decode and identify words. It means that comprehension is the reason for reading.

Reading has a strong relationship in the learning process because based on curriculum 2013, students are expected to be able to read, identify the main ideas and information based on the text. So, the students have to improve their reading comprehension.

Based on the result of the interview with the English teacher of SMP Negeri 1 Toribulu, the students have some problem in reading comprehension. They have difficulties in identifying main idea and general information, recognizing the textual meaning and answer the question with the correct sentence based on the information give in the text because they are lack of vocabulary.

There are some techniques can be used in teaching reading such as direct thinking activity, group work, Question Answer Relation Ship and other teaching technique. One of the suitable techniques in teaching reading is buzz group technique. Buzz group technique is a team of four to six students that are formed quickly and extemporaneously to respond to the course and related question in order to get ideas that are generated with the feedback and discussed by whole group, (Barklay (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 a larger group to summarize the topic within a specific period of time. One way to discuss the text deeply and give students experience is through group interaction. Group interaction in buzz group technique is an effective problem solving because the interaction involves others to contribute ideas and perception for a solution to a problem. When one individual gives a response to the problem, she/he stimulates further analysis for another member of the group. This will lead other students to refine their thinking by giving feedback or share their different ideas. Students will create interaction to each other in discussing the text. They can share about general ideas or topic of the text. By sharing each other they will understand the content of the text (Barkley, 2001:112).

By applying buzz group technique, students will learn by themselves, learn more, feel more confident, feel more dedicated, 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 a 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 spoke person 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 the teacher (McKeachie, 1993).

Based on the explanation above, this research focuses on the implementation of Buzz Group technique to improve reading comprehension. It means all students can deliver their own opinions to their friends without being ashamed. So, this technique make the students active during the learning process because the topic ask was familiar to them ask; for examples of Indonesian actress or cases are around them. In this case the researcher made the students to read the text and they need to learn or memorize more vocabulary in order to express their idea. Buzz group technique can overcome students' difficulties in reading comprehension, such as having not enough background knowledge, having lack of vocabulary and teacher center technique implementation at class. Therefore, the researcher is interested in conducting a research to improve students reading comprehension of the seventh grade students at SMP Negeri 1 Toribulu.

Based on the background of this research, the researcher determined the problem of the research that became the concern of this research. The problem was elaborated into a research question: Can the use of buzz group technique improve the students reading comprehension of the seventh grade students of SMP Negeri 1 Toribulu?.

## **RESEARCH METHOD**

The method used in this research was quasi-experimental design. White and Sabarwal (2014:1) argue "A quasi-experimental design by definition lacks random assignment". It identifies a comparison group that is as similar as possible to the treatment group in terms of baseline characteristics. There are several kinds of quasi-experimental design but in this research, the researcher used a nonequivalent control group design. The design involves two groups which are experimental group and control group. The design of this research was taken from Creswell (2005:160 ) as follows:

Experimental Group	O1	X	O2
Control Group	O3		O4

The population of this research was the seventh grade students of SMP N 1 Toribulu. The number of the students was 90 divided into three parallel classes from VIIA-VIIC. In conducting this research the researcher took samples from the population. The ways of

determining the sample were taken randomly by using lottery. First, the researcher wrote the name of all classes of the VII grade students at SMP Negeri 1 Toribulu on pieces of paper. After that, she put all pieces of paper in a small box and then she shook it. The paper first popping out was the experimental class and the next was the control one.

A variable is defined as anything has a quantity or quality that varies. Best and Kahn (2006:167) define, "Variables are the condition or characteristics that the experimenter manipulates, controls, or observes." In other words, the researcher experiments the object to achieve the aim of the research. Related with the title "The Use of Buzz Group Technique to Improve reading Comprehension of the Seventh Grade Students' at SMP Negeri 1 Toribulu", the variable of this research consisted of dependent and independent variable. The independent variable was the buzz group technique, and the dependent variable was improving reading comprehension.

The research instrument plays an important role to collect data. Research instrument refers to any equipment used to collect the data (Arikunto, 2010). As experimental research, the instrument used in this research is test. According to Ary, Jacobs, and Sorensen (2010) test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned. The test is given to measure the students' ability in reading comprehension. Measuring is the purpose of test (Brown, 2000).

Instrument of the research is a tool or facility used by researcher to collecting data in order to get better result. So in this research, the researcher used test as an instrument to collect data. Test is the main instrument of this research for collecting data regarding students' comprehension in reading English. There were two kinds of the test: pre-test and post-test. In this research, there were two kinds of the tests. They are essay and true or false which consisted of 5 for essay and 5 for true or false tests. The test is given to measure the students' ability in reading comprehension.

In this research, the test was arranged for collecting the data by applying the buzz group. The researcher tested them twice, at the beginning of research (before the treatment) and at the end of the research (after conducting the treatment) for experimental group and the test was given without treatment for the control group. There were two kinds of test in this research. The test consists of pre-test and post-test. Instruments are the tools or aids which were used by the researcher in the process of collecting data. In conducting this research, the researcher used a test as a kind of instrument. It was given twice such as pre-test and post-test.

Pre-test was a test that was given in the first meeting before doing the treatment. The researcher gave the pre-test in order to know students' baseline knowledge about their reading comprehension. After conducting the pre-test, the researcher conducted the treatment to the students in teaching reading process. The researcher conducted the treatment with 8 times meeting included pre-test and post-test. The first meeting was giving the pre-test. Second until seventh meetings were the treatments and the last meeting was the post-test. Each meeting consist of 2 x 40 minutes.

After conducting the treatment, the teacher gave the post-test to the students. The purpose of this test was to measure and to know exactly the students' ability in the reading comprehension after the treatment was conducted. Another purpose was to know the comparison of the students' achievement between the pre-test and post-test. In addition, post-test was administered in order to know whether the media used for the treatment was effective or not.

## **FINDINGS AND DISCUSSION**

### **Findings**

The researcher aimed to apply buzz group technique in developing reading comprehension of grade seventh students of SMP Negeri 1 Toribulu. It was applied in learning and teaching process of reading comprehension.

In collecting data or to find out the students' ability in reading comprehension through buzz group technique, the researcher gave test to the students before and after the treatment. The tests were pretest and posttest. Pretest was given before treatment to find out the students' ability in reading comprehension before treatment. The treatment of this research is Buzz group. In buzz group technique the core of the class activity is the group task, the procedure of buzz groups' technique are:

1. The teacher divided the class into groups that consist of four to six students per sub group (buzz group).
2. Every group chose one leader and one reported each group. The leader kept the discussion going, letter report the groups' ideas to the class, and the recorders list their groups' responses during the discussion.
3. Teacher distributed reading text for each group and asks all of the groups to discuss the content of the text.
4. Teacher assigned each group worksheet that relates to the text. The teacher asks all the groups to do the entire task on worksheet.

5. Teacher gave the groups a set amount of time to discuss the task on the worksheet. Make sure the students stay on task.
6. Teacher asked the students to return to whole class discussion.
7. Teacher invited each group leader to present the ideas generated from the groups' discussion.
8. Teacher asked other group to give feedback and share their different ideas.
9. Teacher and all of the students summarized the presentation, making sure that the topic that already to discuss sufficiently. Teacher has to ensure that learners understand how their discussion related to the participles of teaching.

In teaching learning process the researcher will follow the steps to teaching reading comprehension through buzz group technique, the steps are: first, the teacher explain the material that will teach. Second, the teacher gave permission to students to asked question when the students not understand or have problem. Third, the teacher made groups the students into several groups. Fourth, the students work in group. The last is discussion.

Based on the procedure above, it can be concluded that buzz group technique allows the students to learn in the group discussion so that they are easier to express themselves, share their understanding of written text in reading, and let them more active in the classroom. Posttest was given after treatment to find out the effectiveness of the treatment. In other word, both of the tests were used to measure the students' development in reading comprehension and to find out effectiveness of buzz group as a technique that was given. To find it, the researcher applied the formula proposed by Arikunto. The researcher calculated the result both of the test, (pre-test and post-test) and derivation score of experimental and control group. The results of the pre-test for both groups are presented in the following tables:

Table 2 The Students' Score and Deviation of Pre-test and Post-test of Experimental Group

No	Initial Names	Students' Scores		Deviation (d)
		Pre-test	Post-test	
1	AP	65	80	15
2	AF	70	85	15
3	ADFR	95	95	0
4	AY	60	85	25
5	AR	65	85	20
6	AN	70	90	20
7	DW	60	90	30
8	FZ	65	80	15
9	FS	45	75	30
10	FA	80	85	5
11	FOS	75	85	10
12	HDRL	55	75	20
13	HWS	65	80	15
14	IT	65	85	15
15	JL	50	95	45
16	MF	60	90	30
17	MSS	55	85	30
18	NYA	60	80	20
19	NJ	60	85	25
20	NH	55	85	30
21	NA	65	85	20
22	RB	60	85	25
23	MS	60	85	25
24	SS	65	85	20
25	SZ	55	80	25
26	SFR	55	90	35
27	SH	65	80	15
28	WDS	60	85	25
29	WY	65	85	20
30	WWW	65	90	25
Total				650

Based on Table 2, it can be seen that the highest score of the experimental group's pre-test was 55 while the lowest score was 30. It also can be seen that the highest score of the experimental group's post-test was 95 while the lowest score was 80. The mean score on their pre-test was 46.50 and the mean score on post-test was also calculated and it was 89.33. Those data explained that the improvement of the experimental group was 42.83. Furthermore, the result of the pre-test and post-test of the control group is presented in table 3.

Table 3 The Students' Score and Deviation of Pre-test and Post-test of Control Group



No	Initial Names	Students' Scores		Deviation (d)
		Pre-test	Post-test	
1	AH	50	90	40
2	AIL	40	90	50
3	AHAT	50	90	40
4	ALFD	35	90	55
5	ASAN	50	85	35
6	EM	50	90	40
7	FS	75	90	15
8	FR	55	95	40
9	HF	50	90	40
10	HKHR	55	95	40
11	JW	45	85	40
12	KT	50	90	40
13	KFN	40	85	45
14	KS	50	90	40
15	MY	45	90	45
16	MF	30	85	55
17	MY	30	90	60
18	NF	50	85	35
19	NA	40	85	45
20	NH	30	90	60
21	NM	50	85	35
22	RM	45	90	45
23	RF	30	90	60
24	SD	50	90	40
25	SGA	55	90	35
26	SW	50	90	40
27	SMF	50	85	35
28	TP	55	80	25
29	VAA	40	90	50
30	WN	50	90	40
Total				1265

Based on Table 3, it can be seen that the highest score of the control group's pre-test was 95 while the lowest score was 45. It also can be seen that the highest score of the control group's post-test was 95 while the lowest score was 75. The mean score on their pre-test was 63 and the mean score on post-test was also calculated and it was 84.33. Those data explained that the improvement of the control group was 21.33. It can be concluded that the students of the control group also could increase their mean score. In addition, the improvement of experimental group is more significant than the control group.

In testing hypothesis, the researcher used two criteria to determine whether or not the use of buzz group was effective to improve the ability of the seventh grade students in reading comprehension at SMP Negeri 1 Toribulu. The Criteria are: "if the  $t_{\text{counted}}$  is greater than  $t_{\text{table}}$

$t_{table}$ , it means that the hypothesis of the research is accepted. But, if the  $t_{table}$  is greater than  $t_{counted}$ , it means that the hypothesis of this research is rejected” (Best, 1981:42). In other words, the application of buzz group was not effective in improving the ability of eighth grade students in reading comprehension

Testing hypothesis aims to find out whether the use of through buzz group was conducted successfully or not. The hypothesis of the research is accepted if  $t_{counted}$  is greater than  $t_{table}$ . Meanwhile, if  $t_{counted}$  is lower than  $t_{table}$ , the hypothesis of the research is rejected.

The result of the data analysis showed that the  $t_{counted}$  is 5.57. By applying 0.05 level of significant with the degree of freedom (df)  $N_x + N_y - 2$  ( $31 + 31 - 2 = 60$ ), the researcher found that  $t_{counted}$  (5.57) is higher than  $t_{table}$  (1.567). It means that the research hypothesis is accepted. In other words, In short, the research hypothesis was accepted. In other words, the use of buzz group technique was effective to improve reading skill of the seventh grade students of SMP Negeri 1 Toribulu in Reading Comprehension.

## **Discussion**

To collect the data, the test was used as the instrument of the research. The tests were pretest and posttest. Pretest was used in order to know the basic skill of the students in reading comprehension before giving the treatment. The researcher took class VII A as the experimental group and VII C as the control group. The researcher used two kinds of exercises for the test, they were: essay, and true or false. The test consisted of 5 for essay and 5 for true or false. The test was given to measure the students’ reading comprehension especially the literal comprehension of descriptive text. The researcher indicated that the level of knowledge of the students’ pretest in experimental group was lower than control group.

After doing pretest in experimental group and control group, the researcher conducted treatment in six meetings. In experimental group, the researcher explained about the material and gave some warming up questions. Next, the researcher gave time for students to ask some questions based on the topic and the researcher answered the students’ questions. After that the researcher divided the students into several groups and gave them the text and exercises. Then, the researcher asked the leader of each group to present their answer and discussed the answer with the other students.

In the first treatment, the researcher found some difficulties. For example, it was hard to control all the students in the class. Then, because it was the first time for the students to meet the researcher, some students did not pay attention to the researcher, and only some

students gave respond to the questions that given to them. But in the next meeting, most of the students answered the question enthusiastically and became more active in the class.

In the control group, the researcher did not divide the students into groups. They did their exercises by themselves, and after that the researcher and the students discussed the answer together.

After six treatments, the researcher gave posttest to experimental group and control group. The purpose of posttest was to know the students' reading comprehension after the treatment. Furthermore, most of the students got more improvement in reading comprehension.

The researcher found the fact that based on the result of analysis that  $t_{\text{counted}} (5,57)$  is higher than  $t_{\text{table}} (1.567)$ . The data could be supported by analyzing and comparing the result of pretest and posttest. The mean score of pretest in experimental group is 46.5 and in control group is 63. Meanwhile, the mean score of posttest in experimental group is 89.33 and in control group is 84.83. From the explanation, the researcher concluded that the use of Buzz Group Technique is effective in teaching reading comprehension.

Based on the result of the research, students' reading comprehension has improved. The success of this research was the same as the previous research did by Wilianingrum (2013) with the title was "The effectiveness of buzz group method to teach reading comprehension viewed from students' learning motivation of the eight grade students of SMPN 1 Jawa Tengah". In this research, the researcher used recount text. This research used quasi experimental research that involved two sample groups, they were experimental group and control group. The result also showed that buzz group was effective to improve students reading skill.

The second researcher is by Hamza (2018) which the title was "Improving reading comprehension by using buzz group technique to the grade VII Students at SMPN 16 PALU". The population was the grade VII students at SMPN 16 Palu. The researcher applied quasi-experimental design. The result showed that buzz group was effective to improve students' skill reading comprehension.

Based on the result of two researchers, it can be concluded that the technique was effective to improve students' reading comprehension. Meanwhile this research had differences and similarities with both of the researches. The similarities are the techniques used and skills. Meanwhile the differences are the kind of text and the way to get the sample.

## CONCLUSIONS

After collecting and analyzing the data, the researcher draws conclusion. Based on problem statement and research question, the researcher concludes that using Buzz Group technique can improve reading comprehension of grade seventh students of SMP N 1 Toribulu. It is shown out by looking at the mean score of post-test in experimental group (80.00) and in the control group (76.26). Those results indicate that the use Buzz Group technique can improve reading comprehension of seventh grade students of SMP N 1 Toribulu more increasing. Based on the testing hypothesis, it shows that the  $t_{\text{counted}}$  is (5.73) and the  $t_{\text{table}}$  is (1.999) it means that the researchers' hypothesis was accepted. In addition, by buzz group technique, the students can enjoy to work together with their friends and share their opinion, information and experience to each other in group.

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