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Reading Aloud and Small Group Discussion: A Comparative Study of Reading Strategies

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Abstract. One of the fundamental problems in teaching is closely related to teaching strategy. This basic problem comes to almost all subjects in senior high school included English in which more to teaching reading than other language skill. This fundamental problem then lead the researchers to do research which goal is to find out whether reading aloud or small group discussion more effective in teaching reading for senior high school. By applying causal-comparative research, the researchers did research in SMAN 7 Purworejo. Employing Class XI MIPA 5 taught using reading aloud strategy and Class XI MIPA 6 taught using small group discussion, the researchers then give 25 questions of multiple choice test to evaluate the result of teaching reading. The result of this research shows that the mean score of XI MIPA 5 is 88.97 and the mean of XI MIPA 6 is 89.14 which means that both of the classes has similar competencies in reading. Then, from the computation of inferential analysis, it shows that the result of Z_{value} (1.503) is lower than Z_{table} (1.96). From the result, it can be concluded that both of the strategies have equal power to be used in teaching reading.

Keywords: reading aloud; small group discussion; senior high school

1. INTRODUCTION

Teaching English for senior high school gives its own challenge whether in material, classroom management system, and teaching strategy used. Moreover, the teacher in senior high school frequently face the problem in using or even developing teaching strategy. Actually, there are various teaching strategy might be used by the teacher to teach, but it is frequently found that the teacher only uses one or two teaching strategies as the way for them to teach. Furthermore, the teacher also got difficulties to decide which teaching strategies mostly appropriate for his/her students because they never tries it before.

In this research, the researchers use two teaching strategies in teaching reading for senior high school namely reading aloud and small group discussion. The researchers then compare them to find which teaching strategies mostly appropriate for the students to learn reading. Having purpose of the research to describe the students' reading achievement of the eleventh grade and to find out whether or not there is any significant difference between those who are taught using SGD and those who are taught by using reading aloud of the eleventh grade, this research was taking place in SMAN 7 Purworejo in which located at Jln. Ki Mangun Sarkoro No 7 Purworejo. Having XI MIPA 5 and XI MIPA 6 as the subject of the research, the researchers employ 69 students as the sample.

This research was done under the theories of teaching learning, reading, reading aloud and small group discussion. Related to the theories of teaching, teaching may be

identified as an important activity, in actuality, the reward structure is still heavily based on research [1]. In teaching, there is one important point which is called as Components of Teaching (COT) or common attributes of teaching. Furthermore, those important point in teaching closely related to attributes of effective teaching namely 1) collaboration among educators in which give alot of benefits both to students and to teachers themselves, 2) skillfull leadership to build capacity and structures to support learning, 3) resources to support effective teaching such as classroom- and school-based support in the form of coaching, technology to seek information, models, networks, and research, and access to external experts who provide special-ized knowledge and skill development when the needed exper-tise is unavailable within the school or district, 3) the use of formative and summative assessment which is used to know the development of students' learning aspects i.e. cognitive aspect [2]. As it has been proposes by Killion and Hirsh [2], the other expert (Voss, Kunter, and Baumert) state that there are four COT namely knowledge of classroom assessment, structure (structuring of learning objectives and the lesson process, lesson planning and evaluation), adaptivity which is dealing with heterogeneous learning groups and learning process, and knowledge of individual student characteristics [3].

Indeed, teaching cannot be separated from learning because it completes each other. In learning, there is one term called as learning style which refers to the individual manner in which a person approaches a learning task [4]. Learning style, in general, involves sensory preferences which can be broken down into four main areas: visual, auditory, kinesthetic (movement-oriented), and tactile (touch-oriented). Each of them have their own pros and cons but that's all depends on the students themselves to use which learning style to increase their knowledge and skill [5].

In order to increase knowledge and skills, people mostly use written sources as the media to learn. That's why, reading becomes one of the four language basic skills which is important to be learnt by the students. Reading is the introduction of symbols of written language, a stimulus that helps the process of memorizing what is read, to build an understanding through the acquisition of experience [6]. Of course, people do reading because they have certain purpose in which divided into three typical purposes of reading namely reading for pleasure, reading for information, and reading to learn something new [7].

In reaching the goal of reading, it is necessary to use reading strategies. These strategies frequently used by the teacher to teach the students reading text. Here, the researchers limit their discussion under two strategies which is used to teach reading for the eleventh grade students of senior high school namely reading aloud and small group discussion. Reading aloud is one of performance reading of type of reading-fluency practices that can involve the radio-reading practice noted earlier as well as the "say it like the character" reading-practice activity [8]. Simply, reading aloud can be simply defined as reading printed texts loudly. Therefore, reading aloud strategy has functions in learning foreign language, in this case is English. There are five functions of reading aloud in learning English as a foreign language; 1) practice pronunciation, 2) improve oral English, 3) get deeper understanding, 4) strengthen the knowledge and 5) improve the classroom atmosphere [9]. Then, to apply this strategy, a number of steps should be followed 1) The teacher chooses a text that is interesting enough to read aloud, for example about Hajj rituals. The teacher should limit with a choice of texts that are less than 500 words, 2) The teacher explains the text to students briefly. The teacher clarifies key points or key issues that can be raised, 3) The teacher divides the reading of the text in paragraphs or in several other ways. The teacher asks several students to read aloud the different parts, 4) When the readings are running, the teacher stops at a few to emphasize certain points, then the teacher places raise some questions, or the

teacher can make short discussions if the students show interest in a particular section. Then the teacher goes on to test what is in the text, and 5) The teacher makes conclusions, clarifications, give examples and follow up [10].

The second strategy used to teach reading in this research is small group discussion. It is defined as a strategy which is consists of three or more people interacting face to face, with or without an assigned leader in such a way that each person influences and is influenced by another person in the group [11]. Furthermore, small group discussion can be applied in a group of between six and eight students working on a discussion topic [12]. By applying small group discussion, there are a number of advantages gained: 1) Group work generates interactive language, 2) Group work offers an embracing affective climate, 3) Group work promotes learner responsibility and autono my, 4) Group work is a step toward individualizing instruction, 5) To help develop a sense of group identity, 6) To encourage democratic habits such as valuing participation, respect for others' opinions and tolerance of diversity, 7) The Students have oppportunity to responsibility apropriate their ability, 8) The Students can improve their ability to lead and be lead by, and 9) Group is excellent way to discuss and work together [13]. Moreoever, according to Lee and Ertmer, the small group discussion gives potential benefits to students and they are 1) it can lead to cognitive benefits by engaging students in deep reflections on their ideas, 2) discussions helped student teachers and less experienced teachers clarify and elaborate on their ideas about issues in a case, 3) group discussions can contribute to increased self-efficacy such as helping the students to cope with their doubts and abilities [14]. In line with the benefits taken above, Thotakura and Anuradha state that small group discussion gives benefits that 1) it helps in the development of communication skills among the students, 2) it helped in active participation of students in learning. Some of them were active, bold and confident while speaking, 3) the process of SGD helps the students to develop a friendly, harmonious environment among the students with complex interactions, 4) it generates interest among the students towards the topic and then retention of the knowledge for a long term [15].

To apply this strategy, the teacher should follow the outlined steps as follows: 1) Divide the class into small group of three to six students each. Give each group a different discussion topic that will necessitate outlining of several important points. Have one student in each group to write down these points as they emerge from discussion by group members, 2) Allow the groups to discuss their respective topic for at least 10 minutes. When group member have finished their discussion, they should elect a spokesman who will report on the group collective thoughts to entire class, 3) Call on the spokesman of one of the groups. After he gives a short presentation (five minutes or so), class members should give question to him or anyone else in the group in view point expressed. The teacher can help general discussion along by addressing your own question to members of the group [16].

2. METHOD

In conducting research, the researcher needs research design which is defined as a plan, structure, and strategy of investigation so conceived as to obtain answers to research questions or problems [17]. The plan is the complete scheme or programme of the research including an outline of what the investigator will do from writing the hypotheses and their operational implications to the final analysis of data. In this research, the researcher compares two variables in which given different treatment for each variables. This research belongs to non-experimental research in which included in the type of causal-comparative. Sugiyono explains that comparative hypothesis is a statement showing the alleged value in one or more

variable in the difference sample [18]. In conducting the research, the researchers employed two variables namely independent variable (students' reading achievement taught using reading aloud strategy - X) and dependent variable (students' reading achievement taught using small group discussion - Y). From total Class XI that is 353 students, the researchers took sample Class MIPA 5 (33 students) and MIPA 6 (35 students) as the subject of the research by using purposive sampling technique. The researchers took those two classes because they have the equal competence in pretest and it has almost the same in total students of the class. In order to get the data, the researchers use test as their instrument consists of 25 multiple choice reading tests and the researchers uses pre-test and post-test (before and after being taught using reading aloud and SGD strategies) to know the students' reading competencies. After getting the data, the researchers then applied descriptive and inferential analysis to test the hypothesis.

3. RESULTS AND DISCUSSIONS

1. The students' reading achievement

   In the effort of recognizing the students' reading achievement, the researchers has tested the students to answer 25 multiple choice questions proposes. Then, after those students being taught by using reading aloud and small group discussion strategy, the result can be seen below:

Table 1. The result of reading post-test

XI MIPA 5			XI MIPA 6		
No	**Identity**	**Score**	**No**	**Identity**	**Score**
1	Student	92	1	Student	72
2	Student	92	2	Student	88
3	Student	92	3	Student	92
4	Student	88	4	Student	88
5	Student	92	5	Student	88
6	Student	80	6	Student	92
7	Student	92	7	Student	96
8	Student	92	8	Student	88
9	Student	88	9	Student	92
10	Student	92	10	Student	92
11	Student	80	11	Student	88
12	Student	80	12	Student	96
13	Student	92	13	Student	92
14	Student	80	14	Student	88
15	Student	88	15	Student	88
16	Student	92	16	Student	80

17	Student	96	17	Student	92
18	Student	88	18	Student	80
19	Student	92	19	Student	96
20	Student	92	20	Student	96
21	Student	80	21	Student	92
22	Student	88	22	Student	92
23	Student	84	23	Student	60
24	Student	92	24	Student	88
25	Student	92	25	Student	88
26	Student	92	26	Student	92
27	Student	88	27	Student	96
28	Student	88	28	Student	96
29	Student	92	29	Student	88
30	Student	92	30	Student	84
31	Student	92	31	Student	92
32	Student	96	32	Student	96
33	Student	80	33	Student	92
			34	Student	88
			35	Student	92

After grouping the data based on the table of criteria-referenced scale [19], the researchers transformed it into a bar chart which can be seen below:

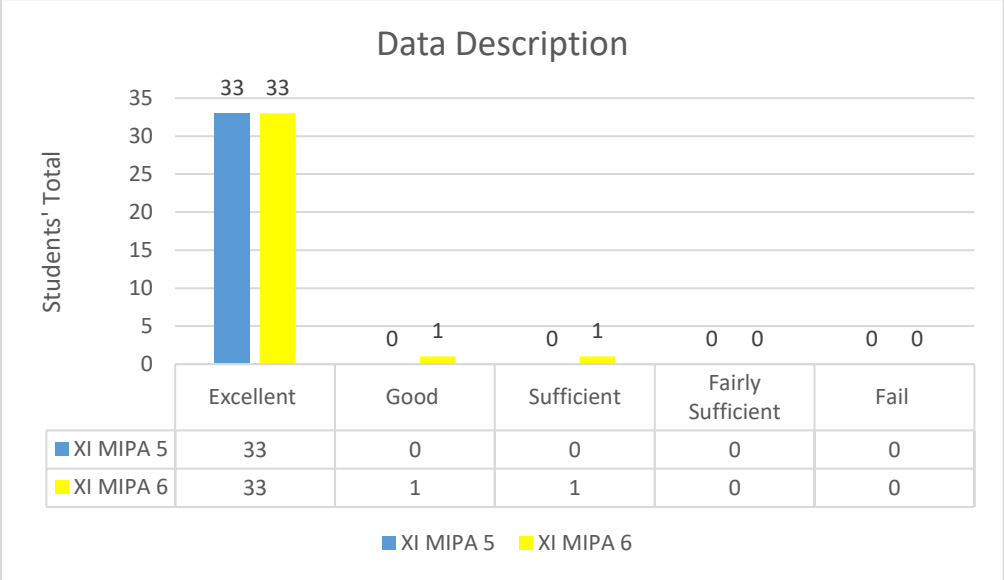

Figure 1. Score of students' reading post test

From the table 1 and the figure 1 above, it can be seen that that most of students got the score included in the excellent category (80 – 100) there is 33 students (100 %) all students of XI MIPA 5 class and 33 students (48.52%) of XI MIPA 6 class. In the good category (66 – 79) that is one student (14.70%) of XI MIPA 6 class. While, in sufficient category that is also one student (14.70%) of XI MIPA 6 class. In the other category, there are not student of XI MIPA 5 and XI MIPA 6.

2. The comparison between reading aloud and small group discussion

Then, to find out whether or not there are significant differences of students' reading achivement between those taught using reading aloud and those taught using small group discussion, the reseachers used a series of statistical computation as follows:

a. Descriptive analysis

This kind of statistical computation is used to show or to figure out the the observed object by data sample or population without doing analysis and make conclusion to general [18]**.** The descriptive statistics employed are central tendency (mean, median, mode) and dispersion (range, variance, standard deviation, maximum score and minimum score). The result of computation can be seen in the table below:

Table 2. The result of descriptive statistics computation

Source	M	Me	Mo	SD	V	R	Max	Min
XI MIPA 5	88.97	92	92	4.90	24.03	16	96	80
XI MIPA 6	89.14	92	92	7.23	52.30	36	96	60

From the table above, it can be seen that both of the class (MIPA 5 and MIPA 6) has equal score in reading seen from the mean score. Then, they have the same score in median and mode (92 points). Furthermore, both of the class also have the same highest score (96 points) and they have differences in minimum score (MIPA 5 is 80 and MIPA 6 is 60).

b. Inferential analysis

This analysis is implemented to find out the comparative study of students' reading achievement between using reading aloud strategy and small group discussion. Before the researcher did computation to test the hypothesis, she did a computation of pre-requisite test at first and the test are as follows:

1) Test of Normality

The test is intended to decide the distribution of maximum and minimum values as well as the variability of research data. The formula used to do test of normality is Chi Square (X^2). The result of computation is as follows:

Table 3. Result of normality test for reading aloud

INTERVAL	f_o	f_h	f_o-f_h	$(f_o-f_h)^2$	$(f_o-f_h)^2/f_h$
80 - 83	6	1	5.27	27.81	38.29
84 - 87	1	4	-3.33	11.09	2.56
88 - 91	7	11	-3.92	15.38	1.41
92 - 95	17	11	6.08	36.95	3.38
96 - 99	2	4	-2.33	5.43	1.25
100	0	1	-0.73	0.53	0.73
SUM	33	32	1.04	97.18	47.62

Based on the computation, the value Chi Square obtained is 47.62. After being compared wih Chi Square table with the degree of significance 5% that is 11.070, it is known that the Chi Square Obtained is higher than Chi Square Table (47.62 < 11.070). It indicates that the data distribution of the students' reading achievement taught by using reading aloud (MIPA 5) is abnormal.

By applying the same formula (Chi Square), the researchers then did computation to know the normality of the data of the students' reading achievement taught using small group discussion. The result of the computation is as follows:

Table 4. Result of normality test for small group discussion

INTERVAL	f_o	f_h	f_o-f_h	$(f_o-f_h)^2$	$(f_o-f_h)^2/f_h$
60 – 66	1	1	0.21	0.04	0.05
67 – 73	1	5	-3.74	13.95	2.95
74 - 80	2	12	-9.95	98.91	8.28
81 - 87	1	12	-10.95	119.80	10.03
88 - 94	23	5	18.26	333.59	70.44
95 - 100	7	1	6.21	38.51	48.47
SUM	35	35	0.05	604.81	140.22

From the computation as shown in the table above, the value Chi Square obtained is 140.22. Then, after being compared wih Chi Square table with the degree of significance 5% that is 11.070, it is known that the Chi Square Obtained is higher than Chi Square Table (140.22 < 11.070). It indicates that the data distribution of the students' reading achievement taught by using small group discussion (MIPA 6) is abnormal.

Because of the data distribution in the manual computation are abnormal, the researchers encloses the computation SPSS 16.0 using the Shapiro-Wilk formula. If the test is non-significant (p>0.05) it means that the distribution of the data is probably normal. Then, if the test is significant (p<0.05) then the distribution of the data is abnormal [20]. The table below will show about SPSS result.

Table 5. Test of normality using SPSS

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Kelas	Statistic	df	Sig.	Statistic	df	Sig.
Nilai	MIPA_5	.308	33	.000	.784	33	.000
	MIPA_6	.294	35	.000	.738	35	.000

a. Lilliefors Significance Correction

From the table above, it is known that the value of *p* is lower than 0.05 (0.000 < 0.05). So, it can be concluded that the data have abnormal distribution, seen from the result of significance level.

2) Test of Homogeneity

Test of homogeneity is used to measure the obtained score whether it is homogeneous or not.

$$F = \frac{\text{the highest variance}}{\text{the lowest variance}}$$

$$F = \frac{52.30}{24.03}$$

$$F = 2.177$$

Being compared between F_{value} and F_{table}, the value of F_{value} is higher than F_{table} (2.177 > 1.783). It means that the data has no homogeneous variance. When the data of $F_{value} < F_{table}$, it means that the variance of the two groups are homogeneous [21]. The researcher also enclosed the computation of SPSS to make sure that he computation done using manual computation is correct. Below is the result of SPSS computation.

Table 6. Test of homogeneity of variance using SPSS

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Nilai	Based on Mean	.474	1	66	.494
	Based on Median	.489	1	66	.487
	Based on Median and with adjusted df	.489	1	59.995	.487
	Based on trimmed mean	.374	1	66	.543

The significance level of homogeneity of variance is higher than α value (0.494 > 0.05) indicates that scores of initial test (pre-test) both in Class MIPA 5 and Class MIPA 6 almost equally the same. So, from the computation of SPSS above, it can be drawn conclusion that the data of the two groups are homogeneous.

3) Test of Hypothesis

After knowing the data has abnormal distribution, the researcher uses Mann Whitney U-test as a technique to find out whether or not the hypothesis is accepted. The manual computation is as follows:

Table 7. Getting the rank

No	Identity	Score	Rank	No.	Identity	Score	Rank
1	Student 1	92	24	1	Student 1	72	67
2	Student 2	92	24	2	Student 2	88	67
3	Student 3	92	24	3	Student 3	92	67
4	Student 4	88	47.5	4	Student 4	88	67
5	Student 5	92	24	5	Student 5	88	67
6	Student 6	80	62.5	6	Student 6	92	67
7	Student 7	92	24	7	Student 7	96	67
8	Student 8	92	24	8	Student 8	88	67
9	Student 9	88	47.5	9	Student 9	92	67
10	Student 10	92	24	10	Student 10	92	67
11	Student 11	80	62.5	11	Student 11	88	67
12	Student 12	80	62.5	12	Student 12	96	67
13	Student 13	92	24	13	Student 13	92	67
14	Student 14	80	62.5	14	Student 14	88	67
15	Student 15	88	47.5	15	Student 15	88	67
16	Student 16	92	24	16	Student 16	80	67
17	Student 17	96	5	17	Student 17	92	67
18	Student 18	88	47.5	18	Student 18	80	62.5
19	Student 19	92	24	19	Student 19	96	5
20	Student 20	92	24	20	Student 20	96	5
21	Student 21	80	62.5	21	Student 21	92	24
22	Student 22	88	47.5	22	Student 22	92	24
23	Student 23	84	57.5	23	Student 23	60	68
24	Student 24	92	24	24	Student 24	88	47.5
25	Student 25	92	24	25	Student 25	88	47.5
26	Student 26	92	24	26	Student 26	92	24
27	Student 27	88	47.5	27	Student 27	96	5
28	Student 28	88	47.5	28	Student 28	96	5
29	Student 29	92	24	29	Student 29	88	47.5
30	Student 30	92	24	30	Student 30	84	57.5
31	Student 31	92	24	31	Student 31	92	24
32	Student 32	96	5	32	Student 32	96	5
33	Student 33	80	62.5	33	Student 33	92	24
	R1		1183	34	Student 34	88	47.5
				35	Student 35	92	24
					R2		1163

Then, after calculating the rank, the next step is finding U which is the process of computation is as follows:

$$U1 = n1n2 + \frac{n1\,(n1+1)}{2} - R1$$
$$U1 = (33).\,(35) + \frac{33\,(33+1)}{2} - 1183$$
$$U1 = 1155 + \frac{1122}{2} - 1183$$
$$U1 = 1155 + 561 - 1183$$
$$U1 = 533$$

$$U2 = n1n2 + \frac{n2\,(n2+1)}{2} - R2$$
$$U2 = (33).\,(35) + \frac{35\,(35+1)}{2} - 1163$$
$$U2 = 1155 + \frac{1260}{2} - 1163$$
$$U2 = 1155 + 630 - 1163$$
$$U2 = 622$$

Then, the result of U-test computation (lowest one) is followed by Z test computation

$$Z = \frac{U - \frac{n1.n2}{2}}{\sqrt{\frac{n1.n2\left(n1+n2+1\right)}{12}}}$$
$$Z = \frac{533 - \frac{33.35}{2}}{\sqrt{\frac{33.35\left(33+35+1\right)}{12}}}$$
$$Z = \frac{533 - 577.5}{\sqrt{\frac{79695}{12}}}$$
$$Z = \frac{-44.5}{81.493}$$
$$Z = -0.576$$

Absolute value = 0.576

From the manual computation above, it is found that the Z_{value} is - 0.576 (absoute value of Z = 0.576). The value of Z_{value} is lower than Z_{table} (0.576 < 1.96). It means that Ho is accepted and Ha is rejected. The researcher also encloses the computation of SPSS to make sure that the computation done using manual computation is correct. Below is the result of SPSS computation.

Table 8. Test of hypothesis using SPSS

Ranks

	Kelas	N	Mean Rank	Sum of Ranks
Nilai	MIPA_5	33	33.15	1094.00
	MIPA_6	35	35.77	1252.00
	Total	68		

Test Statistics[a]

	Nilai
Mann-Whitney U	533.000
Wilcoxon W	1.094E3
Z	-.576
Asymp. Sig. (2-tailed)	.565

a. Grouping Variable: Kelas

From the result above, the result Z value is the same as the manual computation that is -0.576. Then, the value of Asymp. Sig. (2-tailed) shows that the score is 0.565. After being compared with alpha level 0.05 (degree of significance 5%), it means that the score of significance test is higher than alpha level 5% (0.565 > 0.05). Therefore, Ho is accepted.

From all of those computation in inferential analysis, it can be concluded that the hypothesis null of this research says there is no significant difference of the students' reading achievement between those using reading aloud strategy and those using small group discussion at the eleventh grade of SMA Negeri 7 Purworejo in the academic year of 2019/2020.

4. CONCLUSION

After doing a series of research from gathering information, teaching the students using reading aloud and small group discussion strategies, then testing the students after being taught using those two strategies, the researchers come to conclusion that first, seeing from the descriptive analysis as it has been discussed before, it can be seen that the mean score of the students are closely equal that is 88.97 for MIPA 5 and 89.14 for MIPA 6. Then, as it also be seen in table 2, that the both of the class have the same maximum score that is 96 points. Second, from the result of inferential analysis consisting test of normality, test of homogeneity, and test of hypothesis, it can be seen that the data of the students' reading achievement have abnormal distribution (47.62 and 140.22 > 11.070) and not homogeneous (2.177 > 1.783). Because of the data have abnormal distribution, so that the researchers uses Mann-Whitney U Test to test the hypothesis. From the computation, it is known that the Z value is lower than Z table in which 0.576 < 1.96. Then, from the computation, it can be concluded that there is no significant differences of the students' reading achivement between those taught using reading aloud strategy and those taught using small group discussion. So, from the result of analysis as it has been mentioned before, the researchers come to conclusion that the use of reading aloud and small group discussion in teaching reading for the XI grade

of SMAN 7 Purworejo give the equal result means that they are good to teach reading for senior high school.

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