

STUDENTS' PERCEPTION OF THE USE OF BUZZ GROUP TEHCNIQUE IN TEACHING READING COMPREHENSION AT THE NINETH GRADE OF SMP N 1 TANJUANG BARU

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ABSTRACT

This research was aimed to find out about students' perception of the use of buzz group technique to teach reading comprehension. The problems were related to students' reading comprehension. This research used descriptive quantitative to describe students' perception about using a buzz group in teaching reading comprehension. The population was all of 9th grade of SMP N 1 Tanjung Baru. To take the sample, the researcher used total technique sampling, because the population less than 100 students. The sample of this research was 48 students. The researcher used a questionnaire to collect data and used Total Score/ Y X 100% to analyze the data. The result of this research showed that the students had good perception of the use buzz group technique in teaching reading.

Keywords: *Buzz Group, Reading Comprehension, Perception.*

INTRODUCTION

Reading is one of the most important for students. As learners, the students must upgrade their knowledge and get new information to help them become a smart student. Beside other language skills, reading is also a fundamental skill which must be mastered by the students. Reading is a way to improve the students' general language skill, enlarge vocabulary, and also can improve their writing skill. In

learning, students learn to understand the meaning of the text, the understanding known as comprehension. (Gilakjani, 2016) defined reading comprehension is, gains the correct messages from the text that the writer wants to convey. According to (Dennis, 2008) Reading comprehension is trying to identify and interpreting the meaning of a written text. Reading comprehension is, understands the

concepts of written texts, reading is not word for the word translation. Moreover, if the students don't understand the text, it means they did not get the point of information. Reading is medium to communicate between readers and writers. The writers put their idea into written forms, while readers try to understand about what the authors' means. Teaching reading comprehension sometimes becomes a challenge for teachers. This caused by students' low interest in reading, especially interest in reading a text in foreign language, lack of vocabularies and others misunderstanding. To face the problems, as the creative teachers, there are a lot of techniques that can apply in classroom.

Some technique can be used in teaching reading, such as brainstorming, close procedure, semantic mapping, a buzz group, etc. Technique such as, buzz group has significant roles to help students improve their reading comprehension and makes learning process more interesting. A buzz group technique makes students become a center in learning and do meaningful discussion and read a lot. Buzz group is a way to get ideas and information quickly through group discussion which usually consist four until six members

(Keith, 2010). (Ardayati, 2018) said that buzz group could be applied for teaching reading comprehension because, buzz group makes students discuss about the information which they get. According to (Berkeley, 2001) buzz group is consisting four until six members to discuss the questions or a problem then present, give responds, and feedback to other group. Buzz group help students practice a lot and increase them to get an idea and to actively participate in classroom activities.

Knowledge and technology learning or called 21st century learning has offered a variety of teaching technique for teachers including in teaching foreign language. Technological advances can be a reference for teachers to facilitate students in learning reading comprehension. In this century learning is no longer focused on the teacher which makes boring class. Learning language means, learn about the nature of the language, learn the nature of a language and learn how to communicate it. Students should be active in communicating and interacting with their friends in class, that apart from learn the theory they also practice it. Buzz group technique is effective to teaching reading because the students have freedom to express their idea and give their

contribution on group discuss, they also have more interaction with their friends and help the weaker and shy students in learning (Gangel, 2009). In addition, buzz group is effective technique to teach reading comprehension and help the teachers to make the class's activities becomes more interesting.

In SMP N 1 Tanjung Baru, the teacher uses buzz group technique to teach reading comprehension. For example, the teacher is teaching in a laboratory, before begins, the teacher will show the example of procedure text through LCD, then give the others example in printed text. In the text, there are some questions related to the text, in this case the questions are problems to be discussing. The teacher invites the students to read and answer the question together. After reading and answering together, the teacher divide the students into a small group, one group can be four until six members. Each group given one text about a procedure, they discuss about problems that should solve, in reading the problems are questions. At the end of discussion, they back into a big group or class, then the selected speaker presented their discussion result. The buzz group technique only done by the teacher once a week or less.

Based on preliminary research by conducted observation and interview the teachers and some students, the researcher found several problems. First, students don't have integrity to read a lot and do activities related to reading, based on observation they show gestures that identify disinterest. In the interview, they said it is difficult to read an English written text and they don't know vocabularies or there are many unfamiliar words for them. This problem indicates that they have lack vocabularies.

Second, they have difficulties to understand the point information of the text. This problem might occur because when reading they try to translate word for word. This problem is a common problem in reading foreign language, many students still translate word for word, students only focus on the translation and it makes confusion to get the correct information.

The third problem is they got reading scores below minimum mastery criteria, based on their scores, most of them have a wrong understanding in answering questions, most of their answers do not match the questions. That might happen because they don't understand the context.

Based on the problems above, this research need to be done because reading is

a crucial skill to be mastered, the theory said that buzz group technique is effective to teach reading comprehension, in addition the researcher wants to analyze how the students' perception on the use of buzz group technique in teaching reading

comprehension. The researcher wants to describe students' perception of the use of buzz group technique in teaching reading comprehension at the IX grade of SMP N 1 Tanjung Baru.

.METHODS

The design of this research is descriptive quantitative research. To collect the data, the researcher gave a questionnaire to the students. The questionnaire is to measure the students' perception about the use of buzz group technique in teaching reading

comprehension. The researcher used a closed questionnaire adopted from (Balbay, 2017). It was consisting of five answers' choices. The five answers' choices named Likert scale.

Table 1: Likert Scale

5	4	3	2	1
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

(Morrison, 2012)

The researcher calculated all the data percentages for each indicator to get the conclusion. To interpreting the data percentage the researcher used Likert data

interpretation (Rahmiyati, 2021). Range of quality interpretation can see on the table below.

Table 2: Range of Quality

Percentages	Quality
81%-100%	Good
61%-80%	Good Enough
41%-60%	Fair
21%-40%	Less
<20%	Poor

The researcher used some steps to analyze the data, preparing data, reading and understanding, classifying, interpreting, and describe the conclusion (Creswell, 2012).

The population of this research was ninth grade students in SMP N 1 Tanjung Baru which consist of 2 classes. Researcher used total sampling technique to take the sample, because the populations are less

than 100 students. The samples were 48 students. (Sugiyono, 2007) Said total sampling technique is technique of taking samples that are same as the populations. Sugiyono said, if the populations are less than 100, all populations should take as samples.

RESULTS AND DISCUSSION

After collected the data, the researcher analyzed the result of students' perceptions. There were ten statements to determined students' perceptions of the use of buzz group technique in teaching reading comprehension in SMP N 1 Tanjung Baru. The result can be presented in the table 3.

Based on the table 3, the students have different perceptions. In first

statement (*Saya merasa belajar dengan grup lebih menyenangkan daripada sendiri*), 35% chose to strongly agree, 47,9% chose to agree, 10% chose to neutral, 4,2% chose to disagree, and 2,1% chose to strongly disagree. There were 17 students chose to strongly agree and 23 students chose to agree with this statement, it means they feel study in a group is more fun rather

than individual study. The average of the first statement was 91,7% The average showed that students had good perception toward this statement.

Whereas, in the second statement (*Saya senang ketika bisa berdiskusi dengan teman ketika mengerjakan tugas*) revealed that 42,8% students choose to strongly agree that consist of 22 students. There was 42% chose to agree, 8% choose to neutral, 2,2% chose to disagree and 2,1% chose to strongly disagree. The percentage showed that most students were more excited when they can discuss each other. The average of the second statement was 85% It means, the students had good perception.

The third statement was (*Saya merasa lebih mudah memahami teks dengan menggunakan teknik buzz group*). In the third statement there were 13 chose strongly agree, 27 chose agree, 7 chose neutral, 1 chose disagree and no one student chose strongly disagree. It means, the students felt more easily to understand the text by using buzz group technique. The mean of this statement was 81,7%. It means, the students had good perception on the third statement.

Moreover, 60,4% students chose agree for the fourth statement (*Saya berharap guru menggunakan teknik buzz*

group lebih sering). It means, the students wanted the teacher use buzz group technique more than often. The mean of this statement was 81,7%, it showed that the students had good perception to use this technique more often.

In the fifth statement (*Teknik buzz group meningkatkan kemampuan membaca saya*). 22,9% chose strongly agree, 54,2% chose agree, 20,1% chose neutral 2,1% chose disagree and 0% chose strongly disagree. Some students agree that buzz group technique helped them to improve their reading comprehension. It is only a few students who felt the technique had no effect yet to their reading comprehension. The average is 79,6 %, the students had good enough perception on this statement.

Then, the sixth statement was (*Saya merasa bosan jika guru meminta berdiskusi dengan teman*). 2,1% chose strongly disagree, 18,8% chose agree, 16,2% chose neutral, 54,2% disagree, and 8% disagree. It means more than half students show that, they didn't feel bored when the teacher asks them to discuss with their friend about a problem. The average showed that students had fair perception about they didn't feel bored in group discussion , it is 50,4%.

Moreover, in seventh statement (*Saya kesulitan menyampaikan pendapat saya dalam berdiskusi*) there were 33% students chose neutral. Most of them were confused that they feel difficult to convey their opinions or not, so they chose neutral. Giving opinions sometime become a problem for some students. It is because they feel not confident and shy. To solve this problem the teacher can implement a buzz group technique more often. The group discussion will encourage them to speak about their opinions step by step. The mean of this statement was 57,5%, it means that students had fair perception on the seventh statement.

The eighth statement showed 2,1% strongly disagree, 12,5% agree, 22,9% neutral, 50% disagree, 12,5% strongly disagree toward the statement (*Saya malas berpartisipasi dalam diskusi grup*). Half students thought that they were not lazy to participate in group discussion. The average was 48% which was interpreted as a fair perception..

The ninth statement showed 54,2% strongly disagree, 29,2% agree, 12,5% neutral, 4,2% disagree, 0% strongly disagree toward the statement (*Saya merasa*

terbantu oleh teman saya ketika mengerjakan latihan secara diskusi). As the theory said, buzz group technique helps the weaker students in learning. The average was 86,7%, it showed that students had good perception to the statement.

The last statement (*Saya merasa teknik buzz group, meningkatkan minat baca saya*) showed that 28% students agree with the statement. Most students felt their interest in reading increase by using buzz group technique. The mean of this statement was 82.1%, it showed that students had good perception.

In generally, based on the average it showed that students had good perception on the use of buzz group technique in teaching reading comprehension. Most students more excited to study in a group rather than individual, it is because they can interact with their friends, and help each other. Learning in group, helps students to understand how to get idea and how to convey it in a short time. They also had good perception towards help the weaker in class.

Table 3: Data Analysis

Statements	SA	A	N	D	SD
1	35%	47,9%	10%	4,2%	2,1%
2	45,8%	42%	8%	2,2%	2,1%
3	27,1%	56,3%	14,6%	2,1%	0%
4	25%	60,4%	14,6%	2,1%	0%
5	22,9%	54,2%	20,8%	2,1%	0%
6	2,1%	18,8%	16,2%	54,2%	8%
7	2,1%	27,1%	33%	31,3%	6,3%
8	2,1%	12,5%	22,9%	50%	12,5%
9	54,2%	29,2%	12,5%	4,2%	0%
10	27,1%	58%	12,5%	2,1%	0% s

CONCLUSIONS AND SUGGESTIONS

Based on the result, it can be seen that students' perception on the use of buzz group technique in teaching reading comprehension was good. Using buzz group technique helps students to improve their reading comprehension as well their speaking skill. It better to the teacher use buzz group technique more often because most students show their interest in group

work. It is suggested to the teacher to use buzz group technique which connects to technology, such video, pictures and others, the teacher can give them problems to solve by show it in LCD and the teacher may use more interesting media to make the group discussion or class activities become fun and interesting.

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