

A THESIS

**ANALYSIS OF SMALL GROUP DISCUSSION IN TEACHING
READING AT MTS DDI PATOBONG**



By

**Nunu Arifin
Reg Num. 17.1300.058**

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2023

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Submitted to the English Education Program of Tarbiyah Faculty of State Islamic
Institute of Parepare of fulfilment of the Requirements for the
Degree of Sarjana Pendidikan (S.Pd.)

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To

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ABSTRACT

Nunu Arifin. *Analysis of Small Group Discussion in Teaching Reading at MTs DDI Pattobong.* (Supervised by Nanning and Kalsum).

Most students are still very poor in reading comprehension, since they cannot usually read or understand articles in English dailies, magazines which are now in circulation in this country. Quite simply, without solid reading second language readers cannot perform at levels they must succeed in reading. Thus, reading is not passive but rather an active process, involving the reader in ongoing interaction with the text. As a matter of fact, reading is an active and interactive activity to reproduce the word mentally and vocally and tries to understand the content of reading text.

This research focused on knowing the small group discussion, and the teaching reading. This research is hopefully useful as input of teacher teaching reading, gave more experience and motivation as input which could be expended into various strategies in teaching and learning process, the teacher could reflect and reform his way of teaching in order to make it more interesting and successful. The research' respondents consisted of 1 student and 1 teacher.

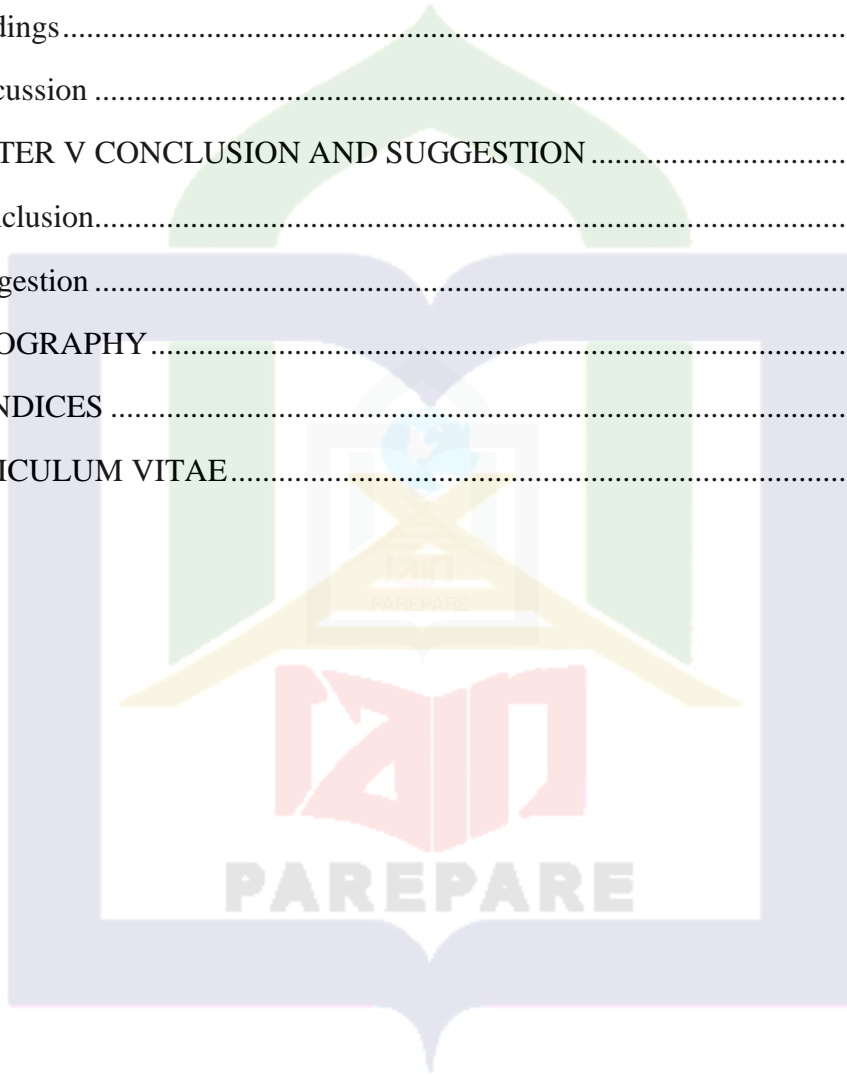
The result of this research showed that the managements of the small group discussion in teaching reading at MTs DDI Pattobong which are pre-teaching, while teaching, and post-teaching. The effectiveness of small group discussion in teaching reading at MTs DDI Pattobong are memorizing and practicing vocabularies, limited repetition in teaching process, maximizing the time consuming, and communication.

Keywords: Analysis, Small Group Discussion, Teaching Reading.

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CHAPTER I

INTRODUCTION

A. Background

English is one of the languages that must be learned by all of students from elementary school to university level. There are four skills of language : listening, reading, speaking, and writing. Students have to be able one of them, For example, the students have ability in reading. In learning reading, there are certain skills that students have to make a good pronunciation, fluency and comprehend about text. Reading is very important because every activity in the classroom always has relationship with reading. ¹According to Sukirah Kustaryo “Reading is a process of making sense of written text through meaningful interpretation in relation to reader’s use of text and experimental/conceptual background for concept of written language, story structure, purpose and content of what is read”.

There are four skills in English language: Speaking skill, Listening skill, Reading skill and Writing skill. Especially for reading skill, it is so important in english learning, because it develops the mind. The mind is a muscle. It needs exercise. Understanding the written word is one way the mind grows in its ability.

¹ Sukirah kustaryo. *Reading technique for college student*. (Jakarta: Department p & k Dirjen pendidikan tinggi dan menengah.1998.) p. 56

Reading always comes along with comprehension. According to Texas Reading Initiative as cited in Yulisa Putri “the purpose of reading is comprehension or to get meaning from written text. Similar to this, ²Comprehension in reading becomes important because it makes the readers have understood what they read. ² In other words, their reading is not useless. Reading comprehension is defined as the level of understanding of a text.

Moreover, In teaching reading teacher should make the students more active in accordance with the purpose of learning. To make a student more active and classroom condition come true, the researcher is suggested to try applying technique in teaching reading, such as discussion. This technique can make students become more active and make classroom ambience controlled as appropriate with the purpose of learning.

Discussion technique can collaborated with small group method to support children as readers and thinkers. According Kenz and Greg, Small group is a small member of human, work together through interaction whose interdependent relationship allows them to achieve a mutual goal. The students can work together in solving their problems or they can answer the question from the teacher³. Sagala says that group discussion is more effective if the group consisted of 3-4 students; enable students to give their opinions or ideas to other

² Yulisa Putri. *Small group discussion technique in reading comprehension*. (Retrieved from: <https://journal-small-group-discussion-technique-in-readingcomprehension.com.2013>).

³ Kenz, M. A. and Greg, J. B. *Effective in Theory and Practice*. Massachusetts: (A Person Education Company. 2000) p. 4

students easily⁴. In a group, the students are free to talk and to discuss the solution to answer the questions because they do not accomplish their tasks individually. Small groups that will help children to: a) read with engagement and enthusiasm, b) read strategically, c) engage in meaningful, invigorating conversations about books, d) read fluently and with expression, e) read increasingly more challenging text.

In the preliminary study, the researcher found that most students are still very poor in reading comprehension, since they cannot usually read or understand articles in English dailies, magazines which are now in circulation in this country. Quite simply, without solid reading second language readers cannot perform at levels they must succeed in reading. Thus, reading is not passive but rather an active process, involving the reader in ongoing interaction with the text. As a matter of fact, reading is an active and interactive activity to reproduce the word mentally and vocally and tries to understand the content of reading text.

In order to achieve the goal, the researcher found that the students' comprehension ability in reading is needed. Teacher has applied small group discussion in the reading class. Those problems are encountered by using small group discussion with the useful method which helps students in the reading process and gives them an appropriate sense from what they read, also comprehends the text. Every day students use language to communicate with other people. It means that language can be used for doing social interaction

⁴ Sagala, S. *Konsep dan Makna Pembelajaran*. (Bandung: Alfabeta. 2007) p. 20

especially for English in reading class. The process of interaction exchange may happen between at least two students who have different social interaction, experience and knowledge. So that, small group discussion was implemented to achieve teaching reading purposes.

Based on the explanations above, The researcher interests to conduct research by the title “Analysis of Small Group Discussion in Teaching Reading at MTS DDI Pattobong”.

B. Research Questions

1. How is the management of the small group discussion conducted by the English teachers?
2. How is the effectiveness of Small Group Discussion in teaching reading carried out by English teachers?

C. Objective of the Research

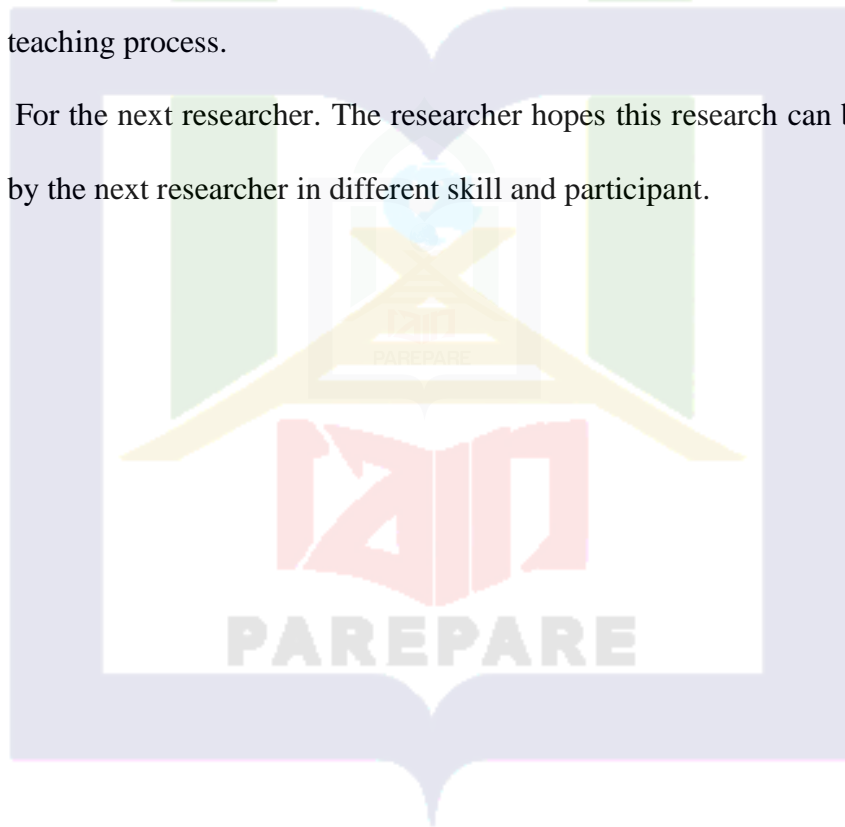
The objectives of the research states as follows:

1. To describe the management of the small group discussion conducted by the English teachers.
2. To describe the effectiveness of teaching reading carried out by English teachers.

D. Significanses of the Research

The benefits expected from this research are as follows:

1. For the students. The process of this research can be useful for the students to improve their reading comprehension and develop their study in order to be successful.
2. For teachers . By doing this research, the writer hopes that, the output of the study can be useful to give contribution of developing English teaching especially in teaching reading comprehension. And the researches hopes teacher can use Small Group Discussion Method as an alternative method in teaching process.
3. For the next researcher. The researcher hopes this research can be developed by the next researcher in different skill and participant.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

In this research, there are some reviews of related literature finding from the previous researcher, they are:

Endang Setyaningsih about “ The Use of Small-Group Discussion to Improve Students’ Reading Comprehension”, The research findings show that the use of SGD could improve students’ reading comprehension, class situation, the strengths and the weaknesses when SGD is used in teaching reading. In addition, it is found that SGD can improve the students’ participation in learning reading and the students’ reading comprehension. The result of the research shows that the use of SGD improves students’ reading comprehension skills.

Cecep Ahmad S. About “ The Effectiveness of Small Group Discussion Method in Teaching Reading at Second Grade Students’ of One Of Public Junior High School”, to find out students’ responses towards the use of small group discussion method in teaching reading. Which indicates that small group discussion method effectively improved students’ reading skill. In addition, data obtained from questionnaire shows that most students’ agreed that small group discussion can improve their motivation in learning reading, increase their

participation in the class, and build up their responsibility to finish the tasks given by teacher.

Umiyati about “ The Effectiveness of Using Small Group Interaction in Teaching Reading Comprehension at Seventh Grade of SMP Sunan Bonang, Tangerang”, to find out The concluded that the use of small group interaction in teaching reading comprehension is quite success. It can be seen on table of the students’ reading comprehension scores that the students who learn reading comprehension by small group interaction and whole-class teaching have a significance difference. It means that there is a significance difference to the students achievement in learning reading comprehension by using small group interaction than whole-class teaching. Therefore, the students reading achievement which is taught by using small group interaction is better than the students reading achievement which is taught by using whole-class teaching in learning reading comprehension. In other words, the use of small group in teaching reading comprehension has a significant effect in the students’ reading achievement o even semester of the seventh grade of “SMP” Sunan Bonang Tangerang.

Maghfuroh about “ Developing Descriptive Writing skill by Using Small Group Discussion for Tenth Graders”, The result showed that students viewed small group discussion as a useful teaching technique. The questionnaire revealed that small group discussion helped and enjoyable for writing skills.

The researcher concluded that both of the students and the teacher were active to learn the lesson. In the implementation of small group discussion can be used to teach writing descriptive text, the teacher seemed active in every moment to help the students who needed more help in teaching descriptive text using small group discussion and successfully make this technique in the classroom, and about the students that was happy to use this technique to write descriptive text. It could be seen from students who are very enthusiastic in teaching learning process by using small group discussion.

The data gathered from observation shows that students can be more active in helping each other and stating opinion as what they thought. It was approved from the analysis of students' composition done by researcher that there was better done by the students. Because teaching writing by using small group discussion makes students easy to absorb their new knowledge and they can write their idea based on the group discuss then produce good descriptive text. Small group discussion can help them to look for the ideas in writing the descriptive text. So, they can use new vocabularies creatively. Small group discussion could help the students in mastering the material related to the descriptive text genre.

Previously they said that they do not like learning English and get difficulty to write, especially in writing descriptive text, by using small group discussion they become interested and more enthusiastic in writing descriptive

text. Beside that the teacher also gives them a good motivation while implementing small group discussion. Students also said that small group discussion make them easier to get the idea and make them too easy in write descriptive text.

The researcher conducted the research with different population, method, and subject. This study analyzed the small group discussion on teaching reading. However, this study focused on managing and seeking the effectiveness in teaching reading. This study related to the previous related findings explained about the small group discussion in teaching and learning reading. The researcher used an interview in this research because the instrument was preferred to assess the students' and teacher perception about small group discussion and their teaching reading process. This research took a place on the eleventh grade students at MTs DDI Pattobong Pinrang because they required information about English in their school especially to understand reading activities.

B. Some Pertinent Ideas

1. The Concept of Small Group Discussion

a. Definition of Small Group Discussion

Brown stated that small group discussion is a method with students centered that allows students actively and comprehensively involve and be partners in the teaching and learning process. According to Sanchez Small

group as having at least three or no more than twelve or fifteen members, each group consisted of 3-6 students. The technique provides the students to have an active participation in learning process that removes time. ⁵Distance and other barriers to learning students can relate to each other in circle. Thus, improve the students' achievement and communication. Furthermore, during group discussion, students learn from each other, whether consciously or unconsciously. So, the confidence will grow little by little as students successfully share ideas and experience when they do work together.

According to Baker, small group itself is 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 group⁶. According to Ernest, small group discussion allows presenters to announce a topic or idea for group discussion among participants⁷. It means that small group discussion is groups led by a leader or presenter to discuss a topic or problem. Discussion allows for an interchange of ideas within the context of a group under the direction of a presenter.

Moreover, Jonathan states that small group is the dominant pedagogic genre in English studies, on most modules in most departments taking up the

⁵ Sanches. 2009. *Definition of Small Group*
(<http://www.abacon.com.commstudies/groups/definition.html>, accessed august 15, 2017)

⁶ 1Carry L. Baker, *Discussion and Group Work Method in Language Learning*. (New Jersey: Harper and Row Publisher, Inc., 2013), p. 159

⁷ Ernest W. Brewer, *Proven Ways to Get Your Message Across. The Essential Reference for Teachers, Trainers, Presenters, and Speakers* (California: Corwin Press, Inc., 1997), p. 22.

lion's share of face to face interaction between lectures and student⁸. Meanwhile, teacher's and learner's role is very important in small group discussion. Role refers to the part that learners and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between the participants. Small group discussion means that the class has to be communicative.

Based on the explanation above, the researcher concluded that small group discussion technique is the physical or technical means of communication with the sound, gesture, paintings, books etc, that use some students consist of leader and member that discuss to the something topic in work time. It use the people or the teacher that in teaching and learning in the classroom for discussion consist of there until five person and then working with that problem solve in the case.

b. The purpose of small group discussion

The purposes of small group discussion are:⁹

- 1) It is contributed and circulates information on a particular topic and analyzes and evaluates the information for supported evidence in order to reach an agreement on general conclusions.

⁸ Jonathan Gibson, *Small Group Teaching in English Literature: A Good Practice Guide*, (University of London: Royal Holoway, 2010), p.3.

⁹ Ernest W. Brewer, *Prevent Ways toGet Your Message Across: The Essential Reference for Teacher, Trainers, Presenters, and Speaker*, (California: Corwin Press, Inc), p.23.

- 2) It is human nature to be curious about our surroundings and other people; and the best way to find out answers to our questions is to talk with one another.
- 3) A discussion may be information based, consent raining on fact, or it may focus on personal opinion and the feelings.
- 4) People enjoy discussions and the arenas of thought they uncover.
- 5) Talking with friends reveals attitudes and values and offers insight into ways of solving personal problems.

In addition, small-group discussions serve intellectual, emotional and social purpose. Intellectually, discussion helps participants become aware of the diversity of opinions on an issue. In this case, the participants must discern the different between fact and opinion and thus they must practice the skill of listening.

Emotionally, the participants may have some sort of personal involvement in the issue they are discussing, making it important to them. The participants want other to realize that their opinions matter, and once the groups' response to this, each participant retains a feeling self-worth. This is an important effective quality that is key to the building of self-confidence and sense of belonging.

Socially, group discussions build a sense of cohesion and trust with one another. Discussion groups are an arena in which different in opinion,

race, gender, and participation should be accepted and celebrated. Group work of any sort helps participants build their interpersonal skills and confidence about offering individual opinions in a group atmosphere.

A well-conducted group discussion will end in acceptance of different opinion, respect for well-supported beliefs, and improved problem-solving skills. Overall, it will promote the sharing of information and all members will gain insight concerning the thoughts of others before reaching consensus on a topic. Bellon and Blank states, believe participants in small groups concentrate better on the topic at hand due to the support of their peers and individual motivation.

c. Principles of small group discussion

The principles that must be considered in carrying out this method are:¹⁰

- 1) Involve students actively.
- 2) The problem is adjusted to the development and ability of the child.
- 3) Teachers try to encourage students who are less active to do or express their opinions.
- 4) Students are accustomed to respecting the opinions of others in agreeing or opposing opinions. The rules and course of the discussion should be explained to students who are still not familiar with the discussion procedure so that they can follow it smoothly.

¹⁰Sulaiman Abdullah, *Belajar dan Faktor-Faktor Yang Mempengaruhinya*, (Jakarta : Rineka Cipta, 1991) p, 27-28

d. The Technique of Small Group Discussion

Dobson as quoted by Antoni explains that discussion techniques for use in small group discussion are outlined as follows: First, Divide the class into small group of three to four 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. Second, Allow the groups to discuss their respective topic for at least minutes¹¹. When group member have finished their discussion, they should elect a spokesman who will report on the group collective thoughts to entire class. Third, Call on the spokesman of one of the groups. After he gives a short presentation (five minutes or so), class members should question him or anyone else in the group in view point expressed. You can help general discussion along by addressing your own questions to members of the group. Follow some procedure with the remaining groups until all groups have given their presentation. The teacher's help students do the activity until the end.

e. Advantages and Disadvantages of Small Group Discussion

There are the several of advantages of small group discussion :

¹¹ Antoni, Rivi. *Teaching Speaking Skill through Small Group Discussion Technique at the Accounting Study Program*. Journal of Education and Islamic Studies Vol. 5, Num. 1, January-June 2014.

- 1) Enhances the students' motivation in joining the reading class. According to Nuttal who stated that by dividing the class into groups you make it possible for students to help one another, and in successful groups, the interaction that takes place and one low achievement students¹². They have same responsibility in discussing. They can share ideas and help each other to do the task and understanding the text. If one member of the group gives opinion, their friend should give a comment. It helps the students become active.
- 2) It makes the students become active participant in learning reading. Richard & Jones state Small groups facilitate active participation and should be primary form of classroom form of classroom organization when reading is the vehicle of learning. Students produce more ideas, participate more and take greater intellectual risks in small group or team learning situation¹³.
- 3) It makes the class atmosphere become comfortable, interesting, and more relaxing. The students in SGD can work together, share their experiences, ideas, opinion and help each other to do the task and understanding the text with their friend. This condition makes students

¹² Nuttal,Christine. *Teaching Reading Skill in a Foreign Language*. (London: Heinemann Education Books 198) p, 162.

¹³ Richard, Jack C.. *Approaches and Methods in Language Teaching*. (Cambridge: Cambridge University Press. 2001) p, 84.

interested and enjoy following the lesson¹⁴. Harmer states that working in a group is potentially more relaxing than working in pairs, for the latter put greater demand on the students' ability to cooperative closely with other person.

- 4) It gives a chance to share and exchange information for students in the class. Alexander states that group discussion provide meaningful learning. In group situation where questions and comments are encouraged, learners have the opportunity to ask about what they do not understand, to get other's ideas, to attack meaning to what might otherwise be meaningless¹⁵.
- 5) Jones suggested two disadvantages of small group discussion as follows¹⁶:
 - a). The situation of classroom is noisy when the students make groups. They talk to each other when they look for their group friends. They are also busy with their new teams and where they want to sit. This condition made the situation class noisy.
 - b). The students speak in their native language.

¹⁴ Harmer Jeremy. *The Practice of English Language Teaching*. (Edinburg: Longman, 2016) p, 245

¹⁵ Alexander, William M. & Halverson, Paul M. *Effective Teaching in Secondary School*. (New York: Rinehart and company, inc. 2012) p, 56

¹⁶ Jones, Leo. *The students-Centered Classroom*. (United States of America: Cambridge University Press. 2007) p, 11

3. The Concept of Teaching Reading

a. Definition of Reading

Most people read without giving much thought to how they do it. To them, what is reading? Is a question of little concern. One's concept of what reading is, however, should be a major concern to the person whose primary task is to teach reading.

Reading is a process to carry out by the reader to get messages or information from the author through print media. This is a very complex process in recognizing and understanding written symbols that are influence by the skills of perception, experience, decoding, language background, mindset and reasoning of the reader.

Besides speaking, listening, and writing, one of the skills in English is Reading. This is a way to understand the written messages. Reading is the first direct communication of students to obtain their language development. After listening and speaking, students further goes to school where they first learn to read before writing.

Reading is one of the basic communicative skills, but it is a very complex process. It is difficult to arrive at a precise definition of the reading process.¹⁷

¹⁷ Arthur W. Heilman, *Principles and Practices of Teaching Reading* (San Fransisco: Merril, 1990), p.2.

Reading is more than just assigning foreign language sounds to the written word, it requires the comprehension of what is written. Students differ in their ability to read their native language, and these same differences reappear in their ability to read a second language¹⁸.

Reading is the meaningful interpretation of printed or written verbal symbols. Reading (comprehending) is a result of the interaction between the perception of graphic symbols that represent language and the reader's language skills and knowledge of the world.¹⁹

Reading is the ability to process the written from what has been read, and then develop and construct the ideas in main depend on the experience or prior knowledge of the reader, reading also be supposed to be the ability to relate writer's words to personal experience, along with the adequate attached to those experiences and facilitate in utilizing words recognition clues. The printed page itself has no meaning. It is only the written paper the meaning come from the mind of the reader.

From the definition above, it is included that reading is defined as an activity when people look at the text and able to interpret the meaning of that written symbol.

¹⁸ Edward David Allen, *Classroom Techniques: Foreign Languages an English as a Second Language*, p. 249.

¹⁹ Albert J. Harris, *How to Increase Reading Ability* (San Fransisco: Longman, 1980), p. 8

b. Kinds of Reading

In English language teaching, there are three kinds of reading, namely reading aloud, silent reading, and speed reading.

1) Reading aloud

This is the important things that must to do as the reader, where the students who are known as the reader aloud, because it can teach students or reader how to practice their tongue about how to pronounce every word found in the text. According to tinker, reading aloud is a kind of reading where a reader expressed orally word in the text. The purpose of the reading aloud is to improve the student's ability in pronouncing the words, stressing the word and having good information about every sentence in the passage.²⁰

Reading aloud is a wonderful skill to master and will serve you well on many different levels. Not only will this help you comprehend what you are reading, it will also allow you to listen back for your voice. Hearing your voice will assist you in identifying your unique writing voice.

2) Silent Reading

This is reading activity that doesn't need word to pronounce because the reader need to finding out the meaning from the text. The

²⁰ Tinker. A. Miles and Cullogh, *Teaching Vocabulary Elementary Reading* (New Jersey: Practice_Hall Inc. Englewood Cliffs: 1975), p. 5

reader has full concentrate with what they read and it needs much attention.

Silent reading is the essential first step in breaking students from the habit of devoting all attention to the precise decoding of the shapes and sounds of letters. Phrase reading, timed reading, and guessing activities are likewise useful.

As an example of a possible text selected for the elementary reader we have adapted a reading passage prepared initially for third grade native speakers with reading problems. In exercises in which students talk about their reading, they can each other with new words. In addition, pre reading activities led by the teacher may include discussion of some of the new terms-not as vocabulary building per se, but as background information.²¹

Silent reading improves students' understanding because it helps them concentrate on what they are reading, rather than the pronunciation of individual words. When students read silently, they can form mental pictures of the topic being discussed. This is called reading efficiency, and it will help your students to read any text with maximum attention to meaning.

²¹ J. Donal Bowen, *TESOL Techniques and Procedures* (Rowley: Newbury House Publishers, 1985), p. 232.

3) Speed Reading

This speed reading is the activity that the reader required to find out faster of the meaning or how to the reader can understand what the text talk about. Also the reader can find the main ideas, supporting idea, or the ideas of the text faster.

This kinds reading is use to improve speed and comprehension in reading. This skill of speed reading must run side with the main purpose of reading that is comprehension. The rate of reading speed, however, depends on the kinds of reading material. The rate of reading story of narration will be different from the reading a scientific materials.²²

Based on kinds of reading above, researcher can conclude that silent reading is more suitable for use in this study, because in accordance with the literacy circle that divides students into groups consists of 4 people who have their respective duties in the group.

c. **Technique for Teaching Reading**

Any of the activities listed here can be used in isolation, but Phillips points out that a whole range of practice activities might be use in concert to integrate individual skills so that higher levels of proficiency might be achieved. She has develop a five-stage plan for reading instruction that can be

²² H. Douglas Brown, *Language Assessment Principle and Classroom Practice* (San Francisco State University: Longman,2004), p. 189.

used either in the classroom, in individualized instructional settings, or in computer-adaptive instruction. The five stages she identifies are:

1) Pre teaching/Preparation Stage. This important first step helps develop skills in anticipation and prediction for the reading of graphic material. Phillips points out that students need to build expectancies for the material that they are about read. Some activities Phillips recommends for this first stage of reading include:

- a) Brainstorming to generate ideas that have a high probability of occurrence in the text.
- b) Looking at visual, headlines, titles, charts, or other contextual aids that are provided with the text.
- c) Predicting or hypothesizing on the basis of the little or first line of a text what significance it might have or what might come next.

2) Skimming/Scanning Stage. Both of these steps are distinct processes involving, as we saw earlier, getting the gist (skimming) and locating specific information (scanning). Phillips points out that skilled readers do scanning while attempting to skim a text; however, she feels that practice is needed in each skill for second language students.

3) Decoding/Intensive Reading Stage. Phillips maintains that this stage is most necessary when students are “learning to read” rather than “reading to learn”. Decoding involves guessing from content the meaning of

unknown words or phrases and may be needed at the word or discourse level. Readers need to be taught not only how to guess the meaning of content words, but also how to interpret the force of connectors, determine the relationship among sentences or sentence element, and the like.

- 4) Comprehension Stage. In this step, comprehension checks of various sorts are made to determine if students have achieved their reading purpose(s). Phillips feels that reading comprehension exercises should (a) not confound the reading skill with other skills, such as writing, listening, or speaking if they are to be considered pure tests of reading comprehension, and (b) reading comprehension checks should project the reader through several phases of the reading process.
- 5) Transferable/Integrating Skills. In this final stage of teaching reading, Phillips maintains the exercises should be used that help students go beyond the confines of the specific passage to enhance skills and effective reading strategies exercises that encourage contextual guessing, selective reading for main ideas, appropriate dictionary usage, and effective rereading strategies to confirm hypotheses are among those identified as especially helpful in this stage²³.

That is the stages or techniques undertaken to teach reading, because by using the techniques above students are able to easily

²³ Alice Omaggio, *Teaching Language in Context* (Florence: Cengage Learning Inc, 2000), p. 199-201.

understand the reading text, train students' critical thinking, and can answer questions in the text well. With the techniques and the stages, students will also be more active in the learning process. The teacher also easily give direction to students, especially in process of learning to read.

d. The Importance of Reading

Most Scholars would agree that reading is one of the most important skills for educational and professional success²⁴. Reading reinforces the learners other language skills. Krashen confirms that those who read more, have larger vocabularies, do better on test of grammar and write better¹⁴²⁵. Chastian while accepting the significance of reading for meaning claimed that all reading activities serve to facilitate communication fluency in each on the other language skill. According to Eskey, in advanced levels of second language the ability to read the written language at a reasonable rate and with good comprehension has long been recognized to be as oral skills if not more important .

A reader reads a text to understand its meaning, as well as to put that understanding to use. A person reads a text to learn, to find out information, to be entertained, to reflect or as religious practice. The purpose for reading is closely connected to a person's motivation for reading. It will also affect the

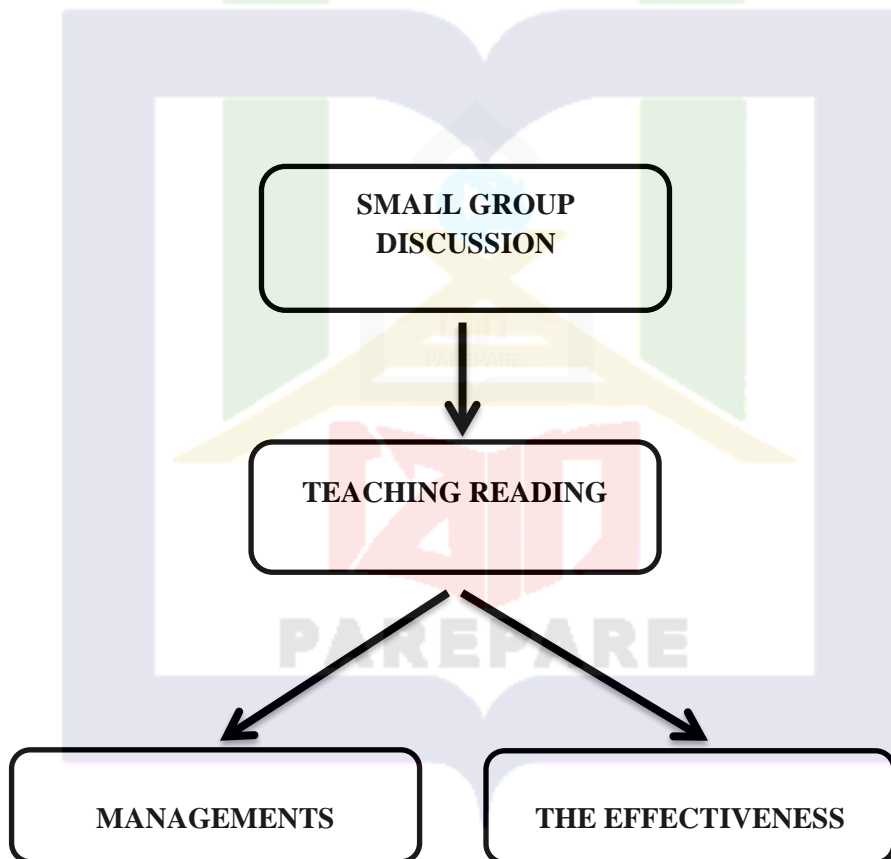
²⁴ Alderson, *Reading in Foreign Language: a Reading Problem or a Language Problem*. In Alderson, C&urquuhat, A.H. (eds), *Reading in foreign language*. (London: Longman, 1984), p. 114-141.

²⁵ Stephen Krashen, *Secon Language Acquisition and Second Language Learning*(New York: Pergamon Press, 1981), p. 18.

way a book is read. We read a dictionary in a different way from the way we read a novel. In the classroom, teachers need to be aware of their students' learning needs, including their motivation for reading and the purpose that reading has in their lives.

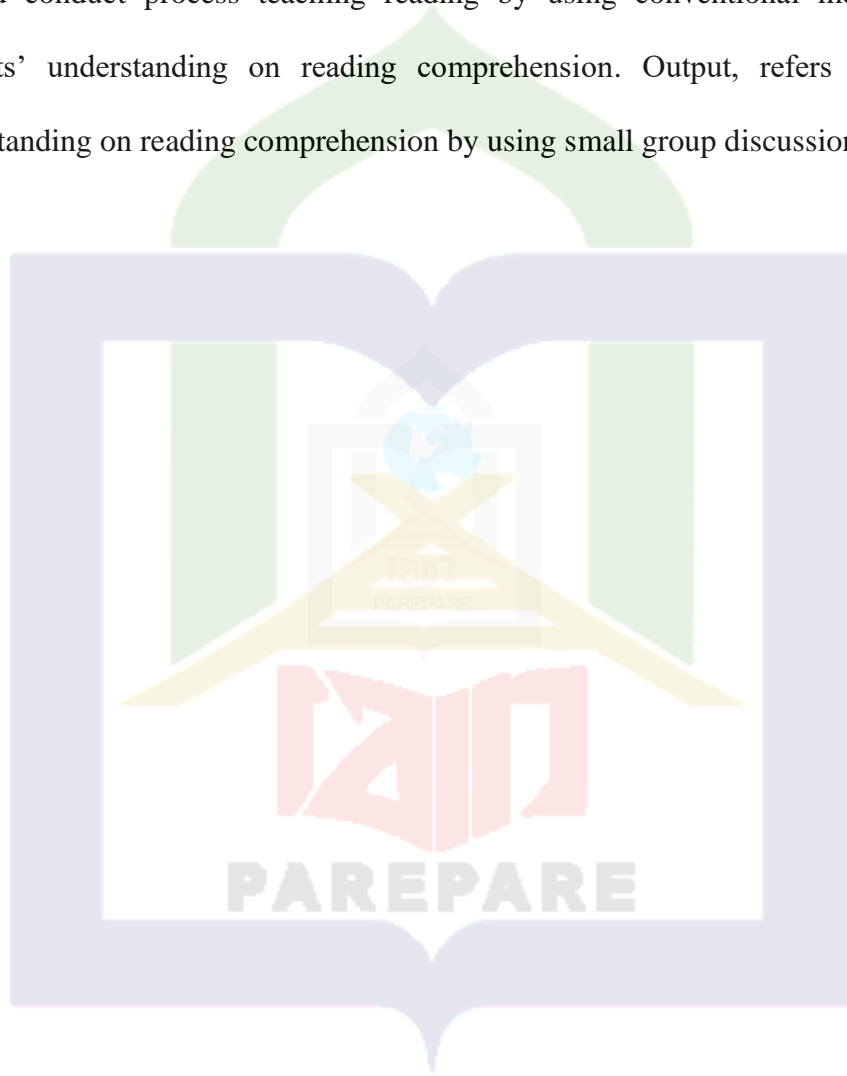
C. Conceptual Framework

The conceptual frame work underlying this research in given the following diagram:



Input refers to small group discussion method as teaching instrument that is expected to be good device in teaching reading comprehension. Process is which

works through treatments in teaching Reading Comprehension that use two classes are experiment class and control class. Input the use of small group discussion method experiment class process. Teaching reading by using small group discussion method conduct process teaching reading by using conventional method output students' understanding on reading comprehension. Output, refers to students' understanding on reading comprehension by using small group discussion.



CHAPTER III

METHODOLOGY OF RESEARCH

A. Research Design

This research used qualitative method with a case study approach. According to Arikunto (2013) qualitative research is research studies that investigate the quality of relationship, activities, situations or material. It means that the data which collected in this research is about situation and condition of the research field as the important aspect of the research. Next, case study is a research that conduct a case with depth analysis to formulate the explanation and conclusion. The researcher used a case study to describe and examine a case specifically student and teacher at MTs DDI Pattobong.

B. Location and Time

This research took a place at MTS DDI Pattobong. This research focused on eleventh grade students with five classes. This research was conducted since 10 January-10 March 2023.

C. Research Focus

The focus of this research was on analysis of small group discussion in teaching reading class, therefore the main data source of this research is the analysis of the small group discussion method in the form of actions had taken by English teacher in teaching reading and learning to student.

D. Types and Data Source

Types and sources of data used in this study are:

- 1) Primary data is data information from people to be studied, such as English Education teacher and student of MTS DDI Pattobong.
- 2) Secondary data is data obtained from various existing sources such as books and elements related to this research.

E. Instrument of the Research

The instruments in this research as qualitative research are observation and interview from the informants which are 1 teacher and 1 student of MTS DDI Patobong as representatives of the data based on case study theory.

F. Technique of Collecting Data

1) Observation

Observation is to make observations directly to the object of research to see closely the activities carried out. The object of research is informants' actions, natural phenomena, work processes and the use of informants.

The stages of this observation are:

1. Observation of the school environment,
2. Observation of teaching and learning activities,
3. Observation of teachers and students both inside and outside the room,
4. Observation of events outside the classroom.

2) Interview

Interview is a method of collecting data used to obtain information directly from the source. An interview is a conversation conducted by two parties, namely the interviewer (interviewer) who asks the question and the interviewee (interviewee) who provides the answer to the question.

There are several ways of dividing the types of interviews that are stated in the literature, one of which is stated by Patton as follows.

- a) Informal conversation interview. In this type of interview the questions asked are very dependent on the interviewer himself, so it depends on his spontaneity in asking questions to the interviewee. The interviewer's relationship with the interviewee is in an ordinary, natural atmosphere, while the questions and answers run like ordinary conversations in everyday life.
- b) The approach uses general interview guidelines. This type of interview requires the interviewer to outline and outline the main questions in the interview, but do not have to be asked sequentially. The interview guide only contains an outline of the process and content of the interview to ensure that the planned points are fully covered. The interviewer and the ordering of the questions were adjusted to the respondent's condition in the actual interview contact.

- c) Open Interview. This type of interview is one that uses a standard set of questions. The order of the questions, the words and the way they are presented are the same for each respondent.

In this study, interviews were conducted with teachers and students.

The focus of the interview is the small group discussion method.

3) Documentation

Documentation is a way of collecting data by recording and utilizing existing data in the field, either in the form of written data such as books, newspapers, archives, letters and photographs. This method is a way of collecting data that produces important notes related to the problem under study, so that it will obtain complete, valid and not based on estimates. This method only retrieves existing data. In this case the documentation is used in several stages, namely:

- a) Data collection of school data sources such as teachers, students, infrastructure, achievements and others. At this stage,
- b) Documentation of events and activities related to the problems studied by using a camera.
- c) Documentation of all documents about learning such as lesson plans, annual programs, semester programs.

G. Technique of Data Analysis

This research uses qualitative case studies, as the main instrument in qualitative research is the researcher himself. The step is to examine all existing data, then the researcher can draw certain conclusions from the results of understanding and understanding based on the assumption of the communication process approach so that the data is saturated.

1) Data Reduction Data reduction is the selection process, focusing attention on simplification, abstracting, "rough" data that emerges from records.

2) Data Presentation/Display

Data presentation is the process of compiling data so as to allow conclusions and actions to be drawn. By looking at these presentations you can understand what is going on and what to do.

After the data is reduced, the next step is the presentation of the data. Qualitative research, data presentation can be done in the form of brief descriptions, charts, relationships between categories, with data presentation it will make it easier to understand what happened, plan further work based on what has been understood and be able to describe the whole or parts. The presentation of data in this study presents data from the results of interviews with teachers, students, where the data presented by researchers intends to get answers to the problems that exist in chapter.

3) Drawing Conclusions/Conclusion Drawing/Verification

The third step in data analysis is drawing conclusions and verification. The initial conclusions put forward are tentative or temporary, and are still in doubt, therefore conclusions are always verified during the research and change if no strong evidence is found that supports the next stage of data collection.

In drawing conclusions, researchers present data both from interviews with teachers and students, where the data concluded by researchers intend to get answers and descriptions of the problems that exist in chapter 1, both the formulation of the problem and research objectives. So, conclusions in qualitative research may be able to answer the problems that were formulated from the start, but may also not, because as has been stated that the problems and formulation of problems in qualitative research are still temporary and will develop after the research is in the field.

H. Data Validity Test

1) Triangulation

Triangulation is data collection using various data collection techniques (observation, interviews, and documentation). The data collected from various techniques are compared, looked for similarities and differences, drawn a common thread, formulated the meaning behind the phenomena or events that occurred.

CHAPTER IV

FINDINGS AND DISCUSSION

A. FINDINGS

1. The Managements of Small Group Discussion in Teaching Reading

To gain a successful teaching and learning, teacher needs some proper strategies to apply. There are many strategies of teaching related to the characteristics or the needs of students. In regular schools, it seems to be common to teach students with their normal behaviour. Teachers only apply several strategies that fit their students' need. In this research, teacher applied small group discussion as strategy to comprehend students' reading skill in MTs DDI Pattobong. Teachers generally find many difficulties in using suitable strategy of teaching related to the students' reading skill. Students need an extra attention from the teacher in order to understand their needs and to apply a proper strategy for teaching reading.

The researcher had conducted a research in MTs DDI Pattobong by doing an observation of and interview. Generally, MTs DDI Pattobong is now using the "Kurikulum 2013" and about to move to the latest curriculum, namely "Kurikulum Merdeka". The researchers observe the process of teaching reading held by a teacher Mrs. Mirna. There are 24 students in this class. Then, the

researcher decided to do interview with Mrs. Mirna and Muhammad Aji Saputra as chairman in his class.

From the interview with the teacher of MTs DDI Pattobong, the researcher also gets some information such as the time when small group discussion was started to conduct. The good result was gained from the students' reading skill in understanding some topics with small group discussion. The teacher also did not much struggle from the process of teaching reading to the evaluation. Several activities were also done as part of evaluation in order to make sure that there were no students have low competency. Furthermore, it was said that the contribution of the small group discussion is also very helpful in improving the students' reading skill. Besides, the teaching and learning process to master reading class that the students experienced in school, they also got learning of how to discuss, corporate, check, and evaluate with their friends.

The use of small group discussion took a lot of time for the teacher to divide the members of group. The goal is avoiding the domination of the smart group and lack of low group. Through this strategy, teacher can apply the successful an appropriate way to gather the maximum achievement for students. The students enjoyed the class and gave much attention to all reading activities such as doing assignment, reading a text, and checking the answers of questions.

As a strategy, the implementation of small group discussion actually pointed the advantages and disadvantages during reading class. The teacher

classified the advantages of small group discussion in teaching reading are the students have practice in peer teaching, the students have the free opportunities to express their idea, and the students have improved in self-teaching. The disadvantages are group work often involved smart students only, this strategy needs differ arrangement sit and differ teaching strategy too, and successful strategy of this group work suspended to ability students to lead the group or work alone.

From the observation and the interview, the researchers will share several points about the managements of small group discussion in teaching reading at MTs DDI Pattobong related to the findings as follows:

a. Pre-Teaching of Small Group Discussion

Pre-Teaching, the first step is the teacher prepare the topic or lesson plan. Then, teacher divided the students' group based on the total of students. The last step, teacher made the overview letter to check active and passive participants.

b. While Teaching of Small Group Discussion

The teacher opened the learning class with greetings then the teacher tried to encourage the students to remember what they have learned at the previous meeting. The teacher drew students attentions with a question that could make the students interested in reading the material summary. In discussion activities, it has the following processes: pre-discussion activities, discussion activities, and post-discussion activities.

1) Pre-discussion activities

The teacher conveyed the topics to be discussed for example narrative text. The teacher provided a short explanation about the narrative text as well as gave an example. So in this class the teacher guided the students to discuss the narrative exercises in group.

2) Non-stop discussion activities

The teacher instructed the students to begin reading text and answered the question in each group. The teacher and students were in the interactive learning activity. The students were active to ask a question, and the teacher gave responses to make it clear.

3) Post discussion activities

The teacher collected the worksheets of each groups. Then she clarified the students result. But she was not asking some oral questions to member of groups because of the timing of the reading class is finished.

c. Post Teaching of Small Group Discussion

The teacher mostly closed the teaching activities by greetings and questions. Based on the researcher summarized that the teacher has an important role in controlling and observing the groups to make sure that all member were participating in discussion activity. Procedure of discussion was needed to manage the discussion steps in learning development. For the students, discussion helped to answer the question easier. They can share the answer with their

members in their own group without embarrassed one each other in whilst discussion activities. The teacher also given responses and clarifications if the students asked a question or debate in presentation with other groups in class discussion.

It can be identified that those three appropriate steps to apply small group discussion in teaching reading which are pre-teaching, while teaching, and post-teaching. Those steps can help students to achieve the reading class goals.

The managements of small group discussion that found in this research is valued by students as a means of learning and preparing for future work and some studies as a means of learning and preparing for future work and several studies also that show students who work together in groups tend to obtain better learning outcomes. Better and involve a small group of students who work together elsewhere to carry out certain goals in learning.

The uniqueness of managements that found is some steps gathered completely to help students in enhancing and developing their ideas and strategy in reading activities. It is suitable with Brown's theory that group work activities provide more information or knowledge to students because students receive input from friends or teachers so that students can understand the subject matter and automatically students have better learning achievements.

2. The Effectiveness of Small Group Discussion in Teaching Reading

Small group discussion has effectiveness on the learning process because group work activities help students complete the tasks given by the teacher quickly, improve student communication and develop teamwork skills.

Applying the Small Group Discussion make the students' learning teaching process active because they learn without shouting and disturbing with the other friends in the classroom and the students also will focus and serious in learning and teaching process.²⁶

Giri found that the use of group strategy in Small Group Discussion really helped the students. The students could share their knowledge and opinion in doing the exercises and discussing the answer to the exercises.

Yes, I can state based on my overview that SGD contributes to build the responsibility and confidence of students to interact with each other, manage their own ideas, and calculate their efforts to conquer the reading class with all assignments there.²⁷

The small group discussion offer students the opportunity to give and receive suggestions in practicing negotiating the meaning of a passage. In small group discussion, students are required to combine their different ideas with other students in the same group to understand the text well.

I like SGD with the process of discussing with other students to decide the right answer about a question in a text and apply our knowledge that is related with the text in reading class.²⁸

²⁶ Result of Teacher Interview

²⁷ Ibid.

²⁸ Result of Students' Interview

Moreover, when the group strategy in Small Group Discussion was combined with the use of picture, the students were very motivated in making sentences.²⁹

If students use group activities in reading class, students can understand how to express ideas, opinions and help each other to solve problems in reading activities.

I found an obstacle to take a lot of time in grouping students so that they can be balanced between one group and others. This strategy will avoid for arranging the smart group and low participation group.³⁰

Reading activities with small group discussion strategy provide positive responses and are also revealed such as helping each other, reducing individual workloads, encouraging students to participate in these activities. It is suitable with the interview result,

Because Small Group Discussion conducts the discussion and evaluation of a text or its analysis. So, with SGD, students will be easier to do their reading assignment by interact with each other in order to comprehend a text and answer all the questions based on the text.³¹

Nunan stated that the classroom organization does not deal directly with the reading process, or with materials, methods, or approaches to teaching reading comprehension. Yet without good classroom organization and classroom management, reading instruction may be totally ineffective. It is enough for

²⁹ Richard, Jack C.. *Approaches and Methods in Language Teaching*. (Cambridge: Cambridge University Press. 2001) p, 86.

³⁰ Result of Teacher Interview

³¹ Ibid.

teachers to know what organizational patterns and management techniques are conducive in learning.³²

*The class was quieter than usual because the class had been divided into several groups. A student in a group mediates in discussion and evaluation about a topic in order to answer questions correctly and maximize the time.*³³

Based on the observation and interview, the researcher found that small group discussion provides more information or knowledge to students when teacher teach reading skill because students receive input from friends or teachers so that students can understand the subject matter and automatically students have better learning achievement.

*The positive outputs of small group discussion are the students have practice in peer teaching, the students have the free opportunities to express their idea, and the students have improved in self-teaching.*³⁴

According to Brookfield, the advantages of Small Group Discussion Strategy are: a. To engage students in exploring a range of perspectives and discovering new perspectives. b. To increase intellectual ability and to encourage active listening. c. To increase students' interest and involvement with a topic. d. To show students that their opinions and experiences are valued. e. To help develop a sense of group identity.³⁵

³² Ibid.

³³ Ibid.

³⁴ Ibid.

³⁵ Richard, Jack C. *Approaches and Methods in Language Teaching*. (Cambridge: Cambridge University Press. 2001) p, 89.

There are some effects of small group discussion in teaching reading as follows:

a. Memorizing and practicing vocabularies

Vocabulary is the foundation in learning language so mastering it is the ability that students need in learning foreign language. In this case, the vocabulary contributes to help students in analyzing the text and teacher in teaching reading. The knowledge of word will help students to study about the meaning, to understand the instruction from the teachers and to produce a word when they have something to deliver.

It makes students enjoy the class and being brave to speak and tell their ideas confidently. The students will be available in guessing, predicting, checking, and comprehending the reading text.³⁶

According to Adhini, reading is a gainful action since students get the data from the content as well as can expand their English capacity by implication. Even though reading is one of the approaches to build information and to rehearse language, numerous students despite everything did not comprehend the English content. At that point, the students' concern in the understanding reading text is influencing by the small group discussion method of instructing reading.³⁷

Yes, I can say that SGD shows the increase of students' score especially in reading class. I have checked some assignments and their score is better with discussing and expressing ideas together.³⁸

³⁶ Result of Teacher Interview.

³⁷ Jonathan Gibson, *Small Group Teaching in English Literature: A Good Practice Guide*, (University of London: Royal Holloway, 2010), p.43.

³⁸Ibid.

The fact showed that small group discussion decreases students' difficulties in learning vocabularies or objects that they never learn by discussing and sharing. The students spent more time together to learn vocabularies together and evaluated with themselves. By this condition, teachers only gave little bit efforts in order to teach the students in reading class.

b. Limited repetition in teaching process

In the process of teaching reading, the students can easily understand the material without many repetition actions from the teacher. It meant that the students can get the input of reading subject about the effective strategy to skim the passage, the analysis of a question, and the construction of main idea.

The evaluations steps are asking the high score students to teach and talk deeply about the topics which is more difficult for some students. Then, the low score students can improve themselves by listening, arguing, and stating their idea in reading class. Furthermore, the high score students should repeat to analyze for refresh and strength their understanding about the text, assignment, and theory.³⁹

According to Mrs. Mirna, it takes one or two times of action repetition, not even more to make the students understand the topics or the words they are reading.

According to me, SGD is good strategy because I can share my opinion with others students seems like they are, then I can interact my own experience how to read for gathering the right answer.⁴⁰

According to Hasibuan and Moedjiono, small group discussion method also means the double vision process or more interacting individuals globally and

³⁹Ibid.

⁴⁰ Result of Student Interview.

face each other get ahead about goals and objectives already determined by the exchange information, defend opinions or problem solving.⁴¹

c. Maximizing the time consuming

In teaching the students, teacher spends a maximum time to do the repetition of action in order to make sure that the students have understood the material. Furthermore, the teacher also teaches the students effectively and patiently.

Because I can divide with my group members about each paragraph in the text, and I can maximize the time.⁴²

According to Sagala, said group discussions are more effective when groups consist in three to five students, it allows student share their opinion or idea with another students easily.⁴³

Yes, actually the students become actively to talk in their groups, where I have told them to speak and express the ideas by starting in small group. I can see their participation in classroom discussion and their braveness to deliver everything that is on their mind which is related to the topics.⁴⁴

Because of the process in hearing and speaking, the student really has a lot of knowledge about a language, especially some words in a passage. Based on that kind of condition, the teacher can maximize the time schedule in the process

⁴¹ Antoni, Rivi. *Teaching Speaking Skill through Small Group Discussion Technique at the Accounting Study Program*. Journal of Education and Islamic Studies Vol. 5, Num. 1, January-June 2014.

⁴² Result of Student Interview.

⁴³ Ibid.

⁴⁴ Ibid.

of teaching reading. As the result, the process of teaching and reading learning of the students will consume an effective time from the allocation time of teaching.

d. Communication

Communication between teacher and students has a vital role for the success of learning process. Communication will help teacher to deliver and present learning material, to control class and to check the attendance. Furthermore, communication also enables teacher to give motivation and advice to make students feel enjoy and excited to reach the learning objectives.

Yes, I can improve my ability to read the text and deliver my idea about the assignment which will be done.⁴⁵

Rusmiati expressed that small groups discussion encourage students to think profoundly and express their own plans to other people. The relationship among the students in the gathering will shut in the group likely give an opportunity just as a challenge in examining the issues they are looked during the exercise at that point, at last, lead them to discover the arrangement.⁴⁶

Yes, I can be more active because I start discussion with the small group.⁴⁷

The teacher in MTS DDI Pattobong stated that the other effectiveness found in applying small group discussion method is communication. Some

⁴⁵ Result of Student Interview.

⁴⁶ Antoni, Rivi. *Teaching Speaking Skill through Small Group Discussion Technique at the Accounting Study Program*. Journal of Education and Islamic Studies Vol. 5, Num. 1, January-June 2014.

⁴⁷Ibid.

students can act when the teacher ask them to explain the content of a text and answer the questions. As a result, the teacher can re-explain the instruction to treat them understand and reach the objectives of reading class.

B. DISCUSSION

The researcher had expressed in the findings before that in the teaching reading of the students at MTS DDI Pattobong, the teacher used small group discussion strategy to help the students understand the learn material. Gillet (2012) found that the use of group strategy in Small Group Discussion really helped the students. The students could share their knowledge and opinion in doing the exercises and discussing the answer to the exercises.⁴⁸ Moreover, when the group strategy in Small Group Discussion was combined with the use of picture, the students were very motivated in making sentences.

The findings can be explained that the group work activities of most students have a positive impact on the learning process because group work activities help students complete the tasks given by the teacher quickly, improve student communication and develop teamwork skills. If students use group work activities in class, students can understand how to express ideas, opinions and help each other to solve problems in learning. This is related to Kondo's (2010) theory which states that group work activities provide positive responses and are

⁴⁸ Gilliet, Jean Wallace, et all. *Understanding Reading Problem* (Boston: Pearson Education, 2012), p. 78.

also revealed such as helping each other, reducing individual workloads, encouraging students to participate in these activities.⁴⁹

Group work is a method of teaching by dividing students into several groups and they work together in solving problems or carrying out certain tasks and trying to achieve teaching goals that have been determined by the teacher. Group work activity is a method to discuss a certain topic by expressing the opinion of each individual to solve a problem by means of discussion and group work activities help increase student interest and motivation. According to Chiriac (2011) revealed that group work is highly valued by students as a means of learning and preparing for future work and some studies as a means of learning and preparing for future work and several studies also show that students who work together in groups tend to obtain better learning outcomes. Better and involve a small group of students who work together elsewhere to carry out certain goals in learning.⁵⁰

As what the researchers saw at the observation activity and based on some information from the interview, there are several steps to manage the small group discussion in teaching reading such as pre teaching when teacher classifies students' reading skill and divides the group, while teaching when the teacher enter to teach and give introduction to the topics, and post teaching when teacher improves and evaluates the students' score.

⁴⁹ Kerlinger, F. N. *Foundations of Behavioral Research* (New York: Holt Rinehart and Wiston Inc, 1965), p. 743.

⁵⁰ Barker, Larryl. *Communication* (Englewood Cliffs Jersey: Prentice Hall, Inc, , 1987) p. 13.

Based on the interview, the teacher found some effectiveness of small group discussion in teaching reading which is memorizing and practicing vocabularies. Al-Dersi (2013) stated that the knowledge of vocabulary enables an EFL learner to establish and achieve successful communication which is the main goal of any foreign language teaching and learning. In fact, the students produce some vocabularies in process of discussion. The vocabularies are even easier for them to have in their mind.⁵¹ Based on the statement above, vocabularies will lead them to the effective communication which is the language learning objective.

The small group discussion offer students the opportunity to give and receive suggestions in practicing negotiating the meaning of a passage. In small group discussion, students are required to combine their different ideas with other students in the same group to understand the text well. In addition, small group focus techniques would help students understand words, phrases, content, subjects, and identification of references by demanding that they share and discuss their thinking and their problem with other members of the group.

It was an effective way to teach structure; it could motivate students to compete each other. The students could learn from each other and got more practice with the target language by working in small groups. They gained satisfaction and confidence by putting to use what they had studied. So, each group competed to get the highest mark.

⁵¹ Al-Dersi, Zamzam Emhemmad Mari. *The use of short-stories for developing vocabulary of EFL learners*. International Journal of English Language & Translation Studies 1.1 (2013): p. 86.

Teaching the understanding of reading to effectively develop English text students. To develop an understanding of students' reading, students must have a specific purpose in their minds before they read the text. The proper technique in the teaching of reading can attract the interest of students to interact with various types of text. Functional and monologue text. In summary, in teaching the teacher's reading must use appropriate techniques. Therefore, the technique of teaching reading must coincide with the purpose of reading efficiently and effectively. In addition, reading comprehension is the main objective of reading where students might understand the text they are reading. The success of the teaching of reading can be seen when students finally understood the text.

The next effectiveness was limited repetition in teaching process. The students do not need more repetition until they begin to understand the topic or the material that is taught. Based on the interview, the teacher said that it only took one or two times of doing repetition. This kind of effectiveness will be related to the next advantage, that is time consuming. Generally, the teacher who taught students will face the goals such as the maximum of learning allocation time. The allocation time that has been set up to some hours will change according to the process of teaching that happens in class.

Because of many passages written in English as an international language, foreign language students, including Indonesian, learn English to broaden their knowledge by reading passages. It is not surprising that the Indonesian students

may find some difficulties in comprehending English passages. What makes a passage difficult to understand is that the students are not really familiar with the language. The researcher has observed that the teaching of reading in foreign language classes still emphasizing the passive way.

According to Adhini (2017), reading is a gainful action since students get the data from the content as well as can expand their English capacity by implication. Even though reading is one of the approaches to build information and to rehearse language, numerous students despite everything did not comprehend the English content.⁵² At that point, the students' concern in the understanding reading text is influencing by the method of instructing reading. Reading plays an important role in our education, work, recreation and social life. Reading is the most important skill among the four language skills because it can improve overall language skills. Therefore, it is important to build students' willingness to read.

The last effectiveness was the communication that is taking place in classroom between teacher and the students. Communication also plays an important role to the successful teaching and learning. Communication will help teacher to deliver and present learning material, to control class and to check the attendance. When the teacher in MTS DDI Pattobong wanted her students to do

⁵²Kongsom, Tiwaporn. *The effect of teaching communication strategies to Thai learners of English*. Language education today: Between theory and practice 154 (2009), p. 47.

or write something, she gives the students a clear instruction such as oral instruction, practice, and repetition to make the students get a clear information. That activity is in line with Kongsom (2009) statement that the language teacher should provide actual instruction in the use of communication strategies and practice the communication.⁵³

Within the Group, Students are free to discuss answers to questions or problems in the group. Rusmiati (2015) expressed that small groups discussion encourage students to think profoundly and express their own plans to other people. The relationship among the students in the gathering will shut in the group likely give an opportunity just as a challenge in examining the issues they are looked during the exercise at that point, at last, lead them to discover the arrangement. must figure out the real story to get the full importance.⁵⁴

Small group discussion can be a useful method to help students in the reading process and give them a clear sense of what they read and it helps them comprehending a text. In a small group students can be encouraged to talk, think and share much more readily than in a larger group. The main assumption of small group discussion is that the comprehension can be improved by developing

⁵³ Kongsom, Tiwaporn. *The effect of teaching communication strategies to Thai learners of English*. p. 96.

⁵⁴Aprianto, Dedi, and Novian Zaini. *The Principles Of Language Learning And Teaching In Communication Skill Developments*. VELES Voices of English Language Education Society 3.1 (2019), p. 67.

knowledge, specific purpose, and mindset to reading, discussion and comprehension development after reading.

Brown in Aprianto, Dedi and Novian (2019) stated that by having the communicative competence, it helps the language users to transmit, to interpret messages and to give meanings in interactions.⁵⁵ The students in MTS DDI Pattobong still have effective and efficient communicative competence, therefore when the teacher informed something the students found it easier to understand the instruction. This happens since they could interpret the message and understand the meaning.

This researcher was conducted different subject, setting, and design. The researcher focused on the analysis of small group discussion and teaching reading. The researcher elaborated three steps of small group discussion to maximize the implementation on teaching reading specifically pre-teaching, while-teaching, and post-teaching. The four effectiveness was analyzed as the evidence of the implementation for small group discussion. The researcher used case study to approve the deep interview and observation. This research took a place on eleventh grade students in the MTs DDI Pattobong.

⁵⁵ Aprianto, Dedi, and Novian Zaini. *The Principles Of Language Learning And Teaching In Communication Skill Developments*. p. 77.

CHAPTER V

CLOSING

A. CONCLUSION

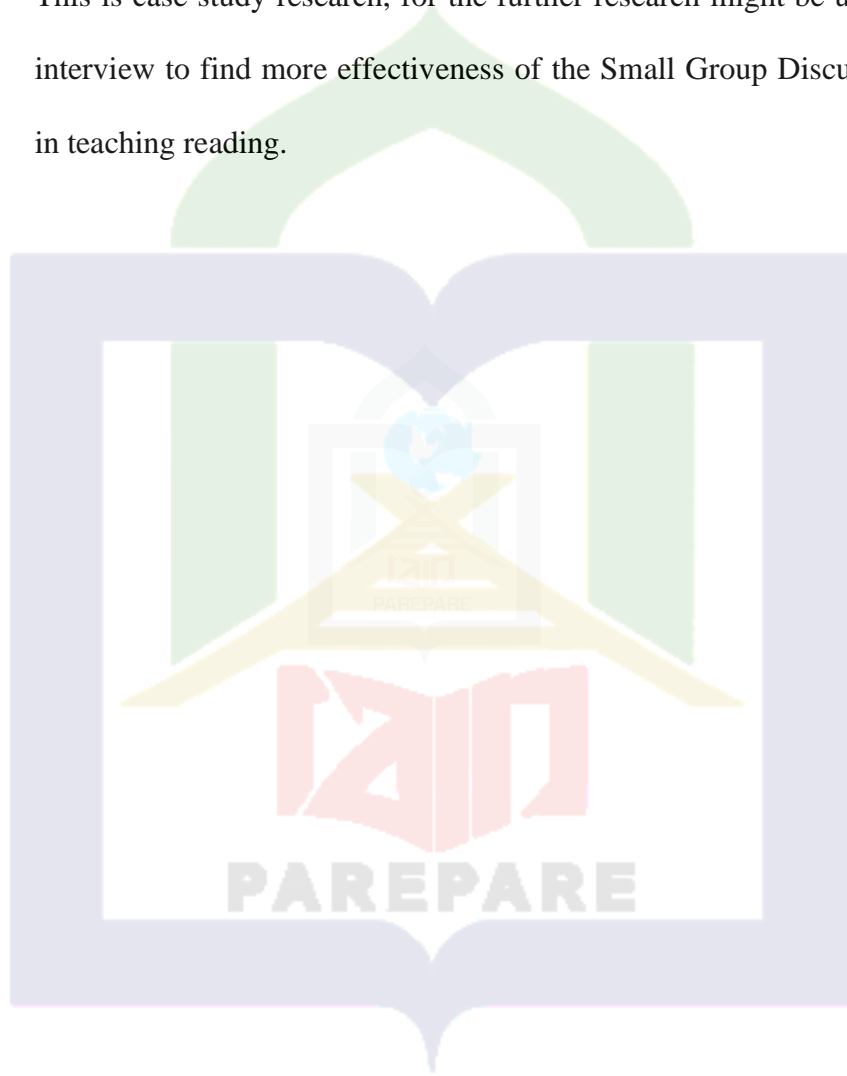
1. The research showed the applying Small Group Discussion Method in teaching reading activities for students in MTS DDI Pattobong. Based on the result of the finding and discussion in the previous chapter, it could be concluded that on one hand, Small Group Discussion method is a good method to apply in teaching students about reading activities because it utilizes team work or practice to make the students understand words of a foreign language by discussion and evaluation. Besides, there are some managements of the small group discussion in teaching reading at MTs DDI Pattobong which are pre-teaching, while teaching, and post-teaching.
2. These are some effectiveness in applying small group discussion in teaching reading skill, they inhibited teachers in order to organize the learning process. Furthermore, these also affected the students to have good concentration in receiving and understanding the instruction from the teacher. Memorizing and practicing vocabularies is the first effectiveness in this case because the students have knowledge of words whether in English passage. They also can construct the meaning of the noun than the concrete noun. In teaching the students, the other effectiveness teacher faced is that

teacher repeated the explanation or action one or two times to make the students understand, and automatically it makes the teacher does not need to have extra effort to facilitate them. The effectiveness coming next is time management, by repeating explanation or action, the teacher could arrange or predict duration that she needs to deliver and to make students got the material. As the result, the allocation time for presenting one material is effective and efficient. The last effectiveness found in applying the Small Group Discussion (SGD) in teaching reading class for students in MTS DDI Pattobong is the students have good communication. Students could interpret the information from the teacher whether in giving motivation or presenting the material. In addition, Students also could give a response for the teacher's question or stimulus before, while, and after learning. With good communication, the emotional relationship in learning process will be constructed.

B. SUGGESTION

As mentioned previously, the findings of this study described the managements and effectiveness of applying the Small Group Discussion (SGD). However, this study was far from conclusive and had some limitations. Therefore, the suggestion for the further research were as follows:

- This research was simply focused on managements of applying the Small Group Discussion (SGD). It might be better to cover both managements and detail steps of applying the Small Group Discussion (SGD).
- This is case study research, for the further research might be use an deeper interview to find more effectiveness of the Small Group Discussion (SGD) in teaching reading.



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APPENDICES

1. RESEARCH INSTRUMENTS

INTERVIEW GUIDLINE

A. GURU PENDIDIKAN BAHASA INGGRIS

1. Apakah dengan menggunakan metode SGD siswa lebih aktif dalam proses pembelajaran ?
2. Bagaimana anda mengelola metode SGD dengan baik ?
3. Apa saja kendala anda saat menerapkan metode SGD didalam pembelajaran reading ?
4. Mengapa anda memilih metode SGD dalam pembelajaran reading ?
5. Apa kelebihan SGD dalam pembelajaran reading ?
6. Apa kekurangan metode SGD dalam pembelajaran reading ?
7. Apa sajakah kesulitan yang dialami siswa dalam penerapan SGD dalam pembelajaran reading ?
8. Bagaimana kondisi kelas saat anda menerapkan metode SGD dalam proses pembelajaran reading ?
9. Apakah penggunaan metode SGD efektif digunakan dalam pembelajaran reading ?

10. Apakah anda berminat menerapkan metode SGD dalam pembelajaran yang lain?
11. Sejak kapan anda menerapkan metode SGD dalam pembelajaran reading ?
12. Apakah penggunaan metode SGD berhasil digunakan dalam pembelajaran reading ?
13. Bagaimana hasil evaluasi penggunaan metode SGD dalam pembelajaran reading ?
14. Apakah peserta didik aktif dalam pembelajaran reading semenjak anda menerapkan metode SGD ?
15. Apakah metode SGD ini berhasil di gunakan dalam pembelajaran readaing ?

B. PESERTA DIDIK

1. Apakah dengan menggunakan metode SGD materi pembelajaran reading lebih mudah di pahami ?
2. Apakah metode SGD dalam pembelajaran reading sangat menyenangkan ?
3. Apakah anda menyukai metode SGD dalam proses pembelajaran reading ?
4. Apakah anda menyukai pembelajaran reading ?
5. Sejak kapan anda mendapatkan metode SGD ?
6. Mengapa anda menyukai metode SGD dalam pembelajaran reading ?
7. Apakah dengan menggunakan metode SGD anda lebih aktif dalam pembelajaran reading ?
8. Mengapa anda tertarik belajar reading dengan menggunakan metode SGD

9. Apakah anda pernah mendapatkan metode selain SGD dalam pembelajaran reading ?
10. Bagaimana penerapan metode SGD yang diberikan kepada guru kalian dalam proses pembelajaran reading ?

INTERVIEW RESULT

A. TEACHER (3 Times)

1. Yes, of course. *Applying the Small Group Discussion make the students' learning teaching process active because they learn without shouting and disturbing with the other friends in the classroom and the students also will focus and serious in learning because the member of this group just three people so that it will create the comfortable learning teaching process.*
2. In small group discussion, I divide the class to be seven groups. After that, I give the direction to arrange the chairs and tables in order to have communicative mission with using a small group discussion in the classroom. Then, I tell them about the assignment of reading. They corporate and finish their assignment by discussing and evaluating the topics.
3. *I found an obstacle to take a lot of time in grouping students so that they can be balanced between one group and others. This strategy will avoid for arranging the smart group and low participation group.*

4. *Because Small Group Discussion conducts the discussion and evaluation of a text or its analysis. So, with SGD, students will be easier to do their reading assignment by interact with each other in order to comprehend a text and answer all the questions based on the text.*
5. - *Students have practice in peer teaching.*
 - *Students have the free opportunities to express their idea.*
 - *Students have improved in self-teaching.*
6. - *Group work often involved smart students only.*
 - *This strategy needs differ arrangement sit and differ teaching strategy too.*
 - *Successful strategy of this group work suspended to ability students to lead the group or work alone.*
7. *The students' difficulty in applying SGD toward reading class is some students have minimum frequency to interact and discuss comprehensively with other students. Indeed, the exchange of their ideas in their groups is still not fully optimal.*
8. *The class was quieter than usual because the class had been divided into several groups. A student in a group mediates in discussion and evaluation about a topic in order to answer questions correctly and maximize the time.*
9. *Yes, of course. SGD is really effective in reading class. It makes students enjoy the class and being brave to speak and tell their ideas confidently. The students will be available in guessing, predicting, checking, and*

comprehending the reading text. In group reading, students may enjoy from time to time getting away from the usual pattern of reading the story or article aloud at sight.

10. Yes, of course. I point that SGD has helped me to create a comprehensive situation to gather the meeting, it means SGD can be applied in other subjects.
11. Especially for this second semester, I applied the SGD to conduct my class for discussing about some topics with two times.
12. *Yes, I can say that SGD shows the increase of students' score especially in reading class. I have checked some assignments and their score is better with discussing and expressing ideas together.*
13. *The evaluations steps are asking the high score students to teach and talk deeply about the topics which is more difficult for some students. Then, the low score students can improve themselves by listening, arguing, and stating their idea in reading class. Furthermore, the high score students should repeat to analyze for refresh and strength their understanding about the text, assignment, and theory.*
14. Yes, actually the students become actively to talk in their groups, where I have told them to speak and express the ideas by starting in small group. I can see their participation in classroom discussion and their braveness to deliver everything that is on their mind which is related to the topics.

15. *Yes, I can state based on my overview that SGD contributes to build the responsibility and confidence of students to interact with each other, manage their own ideas, and calculate their efforts to conquer the reading class with all assignments there.*

B. STUDENT (3 Times)

1. Yes, I can improve my ability to talk with other students and deliver my idea about the assignment which will be done.
2. *According to me, SGD is good strategy because I can share my opinion with others students seems like they are, then I can interact my own experience how to read for gathering the right answer.*
3. *I like SGD with the process of discussing with other students to decide the right answer about a question in a text and apply our knowledge that is related with the text in reading class.*
4. I do not really like reading because I need a lot of time to read the long passage.
5. I get SGD method with two times in this second semester.
6. *Because I can divide with my group members about each paragraph in the text, and I can maximize the time.*
7. Yes, I can be more active because I start discussion with the small group.
8. Because I can learn about the confidence to conduct the conversation and present my idea about the text.

9. During this semester, English is the first subject that uses SGD.
10. My teacher divides us into some groups. Then, she chooses a student to lead the group discussion. Next, she gives us instruction about reading task. She tells about the text and the questions that we should read and answer. The last, she decides the time to collect the assignment after discussing and checking the answers with our friends.

OBSERVATION CHECKLIST

1. Observation is carried out to obtain data on activities related to affective aspects (attitudes).
2. The indicators observed in this study are as follows:
 - a. Students pay attention to the explanation of the teacher/friends when they are conveying an explanation of reading class in the process of small group discussion and learning.
 - b. Students read the material about text analysis in reading class.
 - c. Students ask questions to the teacher when explaining the material.
 - d. Students conduct group discussions during the learning process and improve their reading.
 - e. Students work on problems given by the teacher in group activities.

2. RESEARCH ALLOWANCE



**KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 3469 TAHUN 2022
TENTANG**

**PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE**

- DEKAN FAKULTAS TARBIYAH**
- Menimbang** : a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2022;
- b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.
- Mengingat** : 1. Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
5. Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
7. Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;
8. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
9. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;
10. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.
- Memperhatikan** : a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Petikan Nomor: SP DIPA-Q25.04.2.307381/2022, tanggal 17 November 2021 tentang DIPA IAIN Parepare Tahun Anggaran 2022;
- b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 494 Tahun 2022, tanggal 31 Maret 2022 tentang Pembimbing Skripsi Mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2022.
- MEMUTUSKAN**
- Menetapkan** : **KEPUTUSAN DEKAN FAKULTAS TARBIYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2022;**
- Kesatu** : Menunjuk saudara; 1. Dra. Hj. Nanning, M.Pd.
2. Kalsum, M.Pd.
- Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :
Nama : Nunu Arifin
NIM : 17.1300.058
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Analysis of Small Group Discussion In Teaching Reading A MTs DDI Patobong
- Kedua** : Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
- Ketiga** : Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;
- Keempat** : Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di Parepare
Pada Tanggal : 09 September 2022





**DARUD DA'WAH WAL IRSYAD (DDI)
MADRASAH TSANAWIYAH PONPES MAMBAUL ULUM
PATOBONG, KEC. MATTIRO SOMPE, KAB. PINRANG**

Alamat: Jl. Poros Pinrang-Langnga Km. 13 Desa Patobong, Kec. Mattirosompe, Kab. Pinrang 91281 Tlp. 0421-3914154

SURAT KETERANGAN PENELITIAN

Nomor : 266/MTs.21.17.05/DDI-Ptb/10/2022

Yang bertanda tangan di bawah ini Kepala Madrasah Tsanawiyah DDI Patobong Kecamatan Mattiro Sompe, Kabupaten Pinrang menerangkan bahwa sesungguhnya sodari :

Nama : NUNU ARIFIN
NIM : 17.1300.058
Prodi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah
Lembaga : Institut Agama Islam Negeri Pare Pare (IAIN) Pare Pare

Mahasiswa tersebut benar benar melaksanakan kegiatan penelitian di Madrasah Tsanawiyah DDI Patobong pada tanggal 5 September s/d 5 Oktober 2022, dengan Judul Penelitian

**"ANALYSIS OF SMALLGROUP DISCUSSION IN TEACHING
READING AT MTS DDI PATOBONG"**

Demikian Surat Keterangan ini kami buat dengan sebenarnya, agar dapat dipergunakan sebagaimana mestinya.



PAREPARE

PEMERINTAH KABUPATEN PINRANG
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU
PINTU UNIT PELAYANAN TERPADU SATU PINTU
 Jl. Jend. Sukawati Nomor 40. Telp/Fax : (0421)921695 Pinrang 91212

KEPUTUSAN KEPALA DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU KABUPATEN PINRANG
 Nomor : 503/0453/PENELITIAN/DPMPPTSP/09/2022

Tentang
REKOMENDASI PENELITIAN

Memimbang : bahwa berdasarkan penelitian terhadap permohonan yang diterima tanggal 12-09-2022 atas nama NUNU ARIFIN, dianggap telah memenuhi syarat-syarat yang diperlukan sehingga dapat diberikan Rekomendasi Penelitian.

Mengingat :
 1. Undang – Undang Nomor 29 Tahun 1959,
 2. Undang – Undang Nomor 18 Tahun 2002,
 3. Undang – Undang Nomor 25 Tahun 2007,
 4. Undang – Undang Nomor 25 Tahun 2009,
 5. Undang – Undang Nomor 23 Tahun 2014,
 6. Peraturan Presiden RI Nomor 97 Tahun 2014,
 7. Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 sebagaimana telah diubah dengan Peraturan Menteri Dalam Negeri Nomor 7 Tahun 2014,
 8. Peraturan Bupati Pinrang Nomor 48 Tahun 2016, dan
 9. Peraturan Bupati Pinrang Nomor 38 Tahun 2019.

Memperhatikan :
 1. Rekomendasi Tim Teknis PTSP : 1123/R/T.Teknis/DPMPPTSP/09/2022, Tanggal : 12-09-2022
 2. Berita Acara Pemeriksaan (BAP) Nomor : 0453/BAP/PENELITIAN/DPMPPTSP/09/2022, Tanggal : 13-09-2022

M E M U T U S K A N

Menetapkan :
KESATU : Memberikan Rekomendasi Penelitian kepada :
 1. Nama Lembaga : INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE
 2. Alamat Lembaga : JL. AMAL BAKTI NO.8 PINRANG
 3. Nama Peneliti : NUNU ARIFIN
 4. Judul Penelitian : ANALYSIS OF SMALL GROUP DISCUSSION IN TEACHING READING AT MTS DDI PATOBONG
 5. Jangka waktu Penelitian : 1 Bulan
 6. Sasaran/target Penelitian : SISWA KELAS VIII DI MTS DDI PATOBONG
 7. Lokasi Penelitian : Kecamatan Mattiro Sompe

KEDUA : Rekomendasi Penelitian ini berlaku selama 6 (enam) bulan atau paling lambat tanggal 12-03-2023.

KETIGA : Peneliti wajib menaati dan melakukan ketentuan dalam Rekomendasi Penelitian ini serta wajib memberikan laporan hasil penelitian kepada Pemerintah Kabupaten Pinrang melalui Unit PTSP selambat-lambatnya 6 (enam) bulan setelah penelitian dilaksanakan.

KEEMPAT : Keputusan ini mulai berlaku pada tanggal ditetapkan, apabila dikemudian hari terdapat kekeliruan, dan akan diadakan perbaikan sebagaimana mestinya.

Diterbitkan di Pinrang Pada Tanggal 13 September 2022



Ditandatangani Secara Elektronik Oleh :
ANDI MIRANI, AP.,M.Si
 NIP. 197406031993112001
 Kepala Dinas Penanaman Modal dan PTSP
 Selaku Kepala Unit PTSP Kabupaten Pinrang

Biaya : Rp 0,-



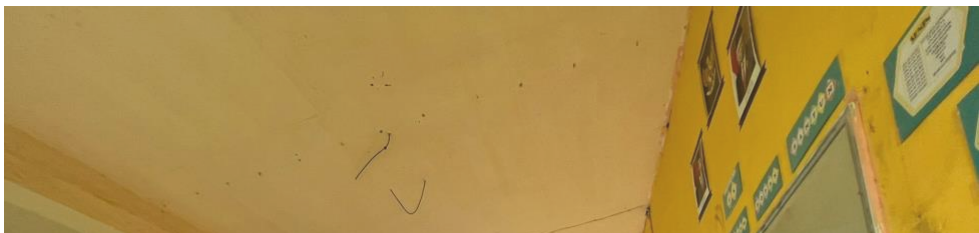


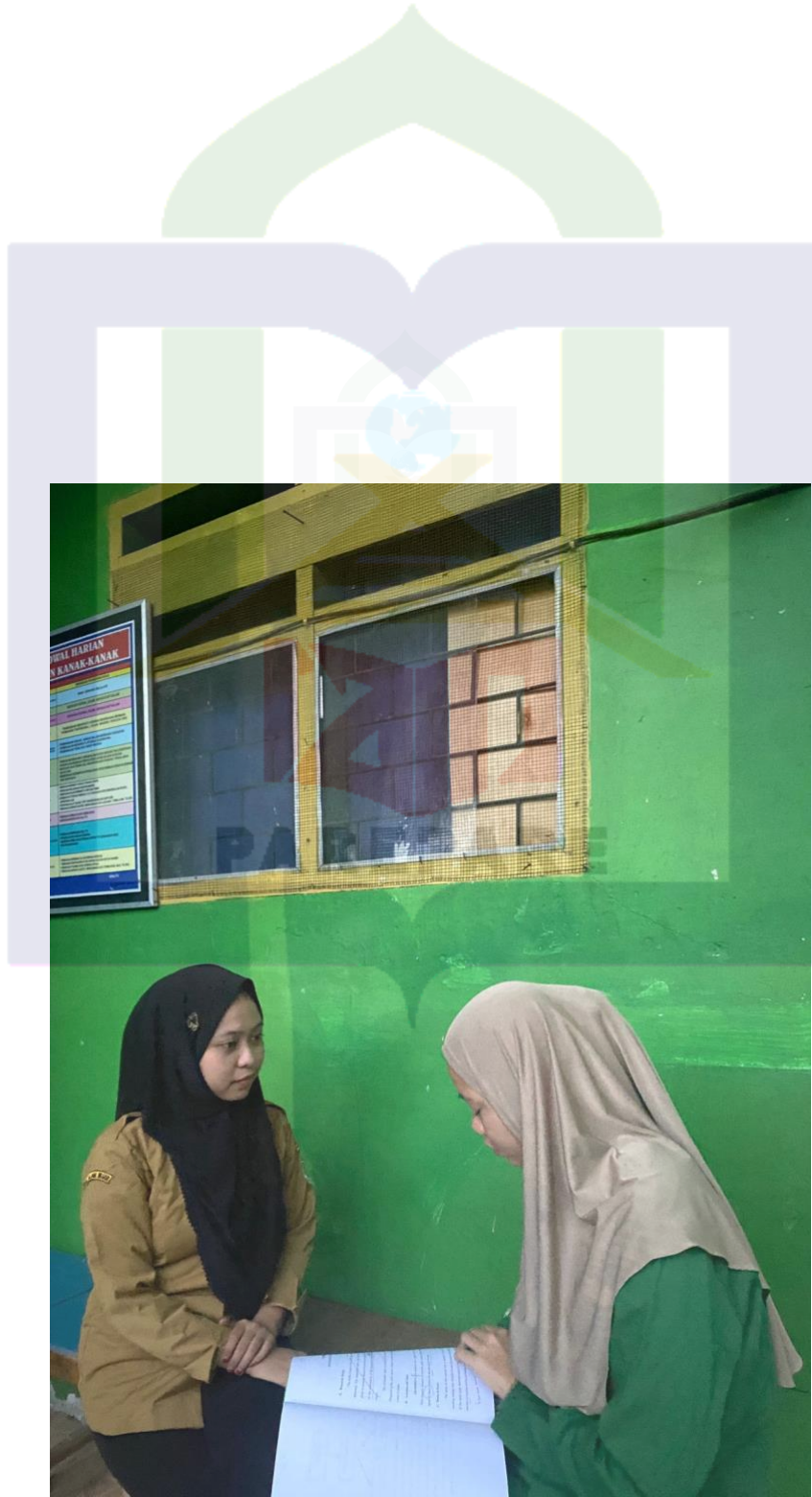

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DPMPPTSP

3. RESEARCH DOCUMENTATIONS







CURRICULUM VITAE



Nunu Arifin was born in Pinrang, South Sulawesi, on June 04th 1999. She is the second daughter of two siblings of Arifin and Tija. The researcher got her first education at SD 285 Pinrang and graduated in 2011. Then, she continued her study at SMPN 5 Pinrang and graduated in 2014.

After that, she entered SMKN 2 Pinrang to continue her senior high school. She graduated and enrolled as a university student at State Islamic Institute Parepare to continue her study on English Education Program Tarbiyah Faculty in 2017 and recorded as the alumnus of undergraduate program (S1) student.