

**THE EFFECT OF USING A SMALL GROUP DISCUSSION
IN ENGLISH READING CLASSROOM**

THESIS

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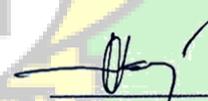
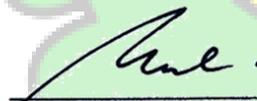


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The Effect Of Using A Small Group Discussion In English Reading Classroom

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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ABSTRACT

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Keyword : Small Group Discussion; Reading Classroom

This research aims at exploring the effect of using small group discussion in English reading classroom at English Department of UIN Ar-Raniry. This research opens a chance to students of English Department of UIN Ar-Raniry who entrance in year 2019 who had completed reading I and II to speak up about the learning process experiences that they have. To achieve the aim, qualitative research through a semi-structured interview was employed. The participants of the interview were forty students at reading classroom at English Department of UIN Ar-Raniry. The research findings show that the students believed that the use of small group discussion English reading classroom at English Department of UIN Ar-Raniry increase their interest in learning reading and they were feel motivated in learning by using small group discussion technique. They had same explanation about the process of Small Group Discussion in the reading classroom. That are; 1) The lecturer devided the students into a group, 2) The lecturer giving the Reading task, 3) The students discussing the material, 4) Presentation. The participants agreed that the model of learning by using small group discussion increase their interest in learning reading and they were feel motivated in learning by using small group discussion technique. Each participant explained for the advantages and disadvantages of using small group discussion. The advantages are: make the students easier in learning, the students become more active, students can share their idea, and motivate the students. While the advantages are; students become not independent, the members of the group no cooperative, lacks of lecturers attention, the class being noisy, and take a long time.

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Finally, I hope this thesis will give benefits for ELF teachers, researchers, and institution where I work for. However, I realize that this thesis is far from being perfect. Therefore, any criticism, ideas, and suggestions for the improvement of this thesis are greatly appreciated.

Banda Aceh, July 15th 2020

Author,

Elma Naura Ismail

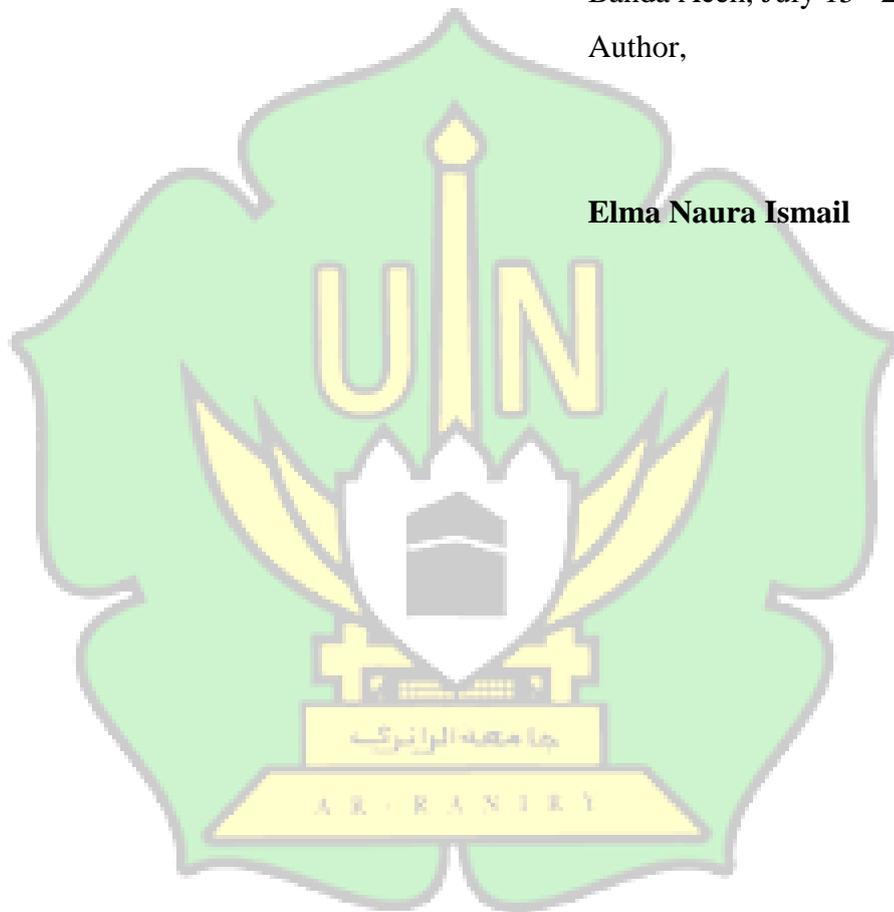
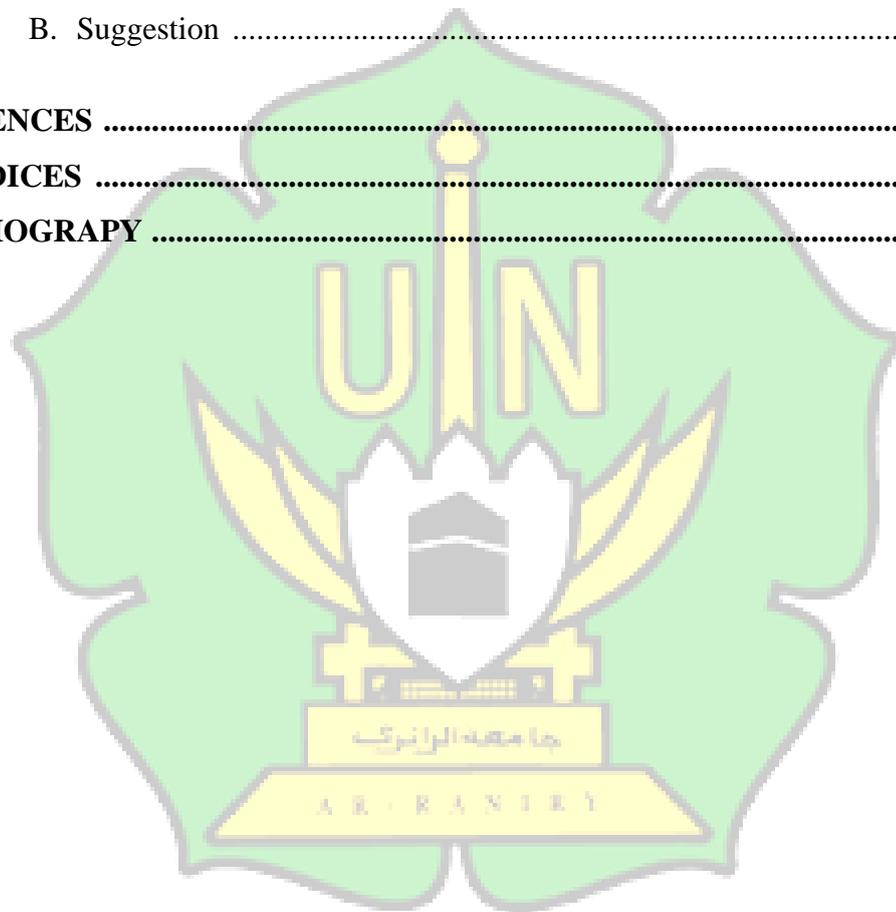


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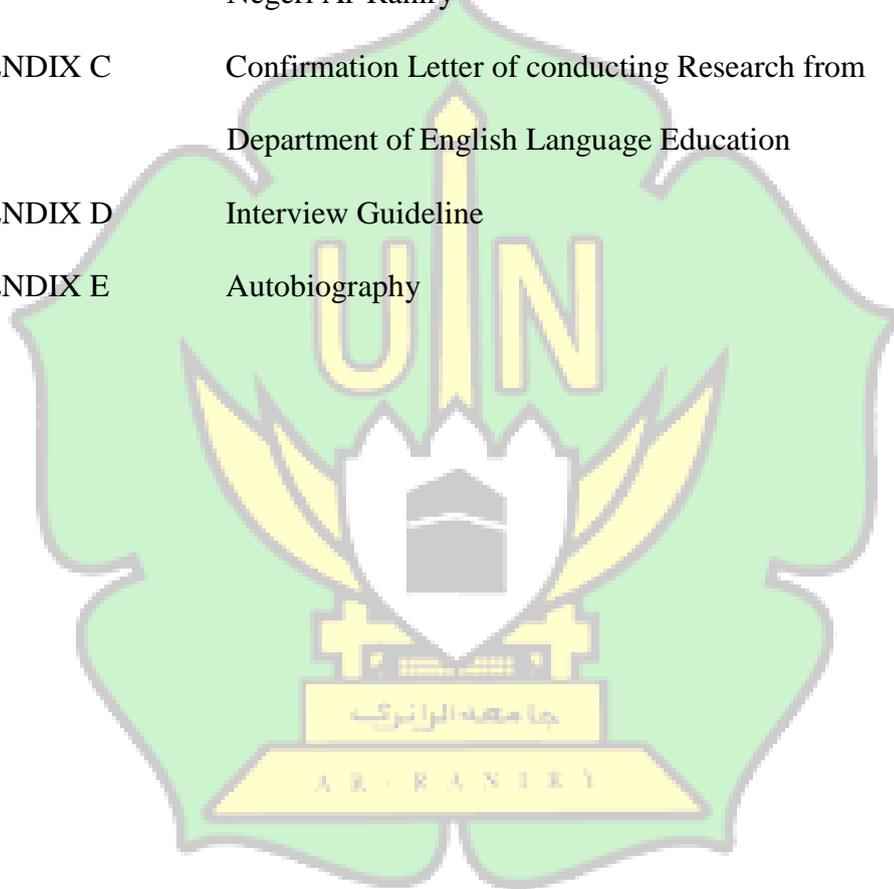
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CHAPTER I

INTRODUCTION

This chapter introduces several subtopics, that are the background of study, research question, objective of the study, significance of the study, and the terminology.

A. Background of Study

English is one of the languages that must be learned by all of students from elementary school to university level. English had been taught in Indonesia as contextual where the teacher has a guide book to teach English material. The English textbook which is implemented by the Ministry of Education contains a lot of reading text compared to other skills such as speaking, listening, and writing. Thus with the reading texts contained in the textbook requires students to understand the contents of the text well so that the purpose of learning contextual English can be achieved. To achieve that, students have to know four skills of language: listening, reading, speaking, and writing. Students have to be able to understand one of them, For example, the students have ability in reading.

Reading is an important skill to be mastered by second language learners. By reading, students will get new information and knowledge. Brown (2001) states that reading is the most important skill in an educational context because it can be an assessment of students' general language skills. By studying reading students can understand the purpose of the text to provide new information and

can also become a benchmark for Indonesian children's language abilities. Then Burhan (2001) said that reading requires mental and physical abilities to understand the purpose of the written text. In reading activities that involve mentality, students are asked to be able to translate the intent of written sentences and prepare memories to remember the information found. Whereas in involving physical activity, it requires the ability of the eye to be able to read the text.

In learning reading, there are certain skills that students have to do, such as make a good pronunciation, fluency and comprehend about text. Reading is very important because every activity in the classroom always has relationship with reading. According to Sukirah Kustaryo (1998) "Reading is a process of making sense of written text through meaningful interpretation in relation to reader's use of text and experiential/conceptual background for concept of written language, story structure, purpose and content of what is read". In short, reading skill is so important in English learning, because it develops the mind.

In teaching reading, the teachers should also be able to make their teaching in reading to be more interesting, enjoyable, and help the students to comprehend the text easily by using appropriate techniques. Therefore, teachers should be creative to use effective techniques. Teaching reading to students in Indonesia is not an easy thing. Many problems arise such as lack of interest in reading students and also the teaching reading methods used by teachers are still traditional or still not pleasant. Traditional methods make it difficult for students to understand the text so they cannot answer the question correctly. Most teachers only allow students to read texts to answer questions without checking whether students

understand or not.

There are many techniques that teachers can apply in teaching reading such as active reading techniques, active writing, step by step discussion, Jigsaw method, small group discussion (SGD), and problem solving/investigative work in teams. Small group discussion one of the techniques that often to use by the teacher in teaching learning process. Small group discussion is one of the cooperative learning methods that consist of small member of 3-5 students which in this technique the students work together through interaction whose interdependent relationship allows them to achieve a mutual goal.

Djamarah (2006) states that small group discussion is learning method that gives effect for students to study more active in teaching and learning processes, because they can interact with their friends. It is conducted by making a group to achieve the goals of learning and to improve students' final outcome in learning. It also gives a technique of problem solving, communication actively, restore of team work, and increases students' participations in taking decision. Applying small group discussion method gives benefits to overcome students' problems in reading comprehension through discussion the implicit information of the text that they have read and solve the difficult meaning of the text, then answer questions together. Besides that, small group discussion can decrease of students' anxiety in reading comprehension; they can share the difficulties to their friends in the same group easily.

Some previous researches had been conducted related to this study. Ningsih (2017) University of PGRI Yogyakarta, conducted a research about small

group discussion method in teaching reading comprehension in eight grade student of SMP N 3 Bantul. The purpose of this research is to find out whether there is a significant difference of students' reading comprehension ability between students who are taught by small group discussion method and students who are taught by preaching method in eight grade students of SMP Negeri 3 Bantul in academic year 2017/2018. This research was a quasi-experimental research. The design of this research was Nonequivalent pre-test and post-test control group design. The population of this research was all of students class. The sample was class VIII A as control class and VIII B as experimental class. The analysis techniques used t-test with $\alpha 0.05$. The data collection used test.

Anggraini (2018) conducted a research about the effect of using a small group discussion method on ability on the second year of SMK Muhammadiyah 2 Pekanbaru in comprehending report texts. The population of this research was the second year students of SMK Muhammadiyah 2 Pekanbaru. The number of sample is 39 students who were chosen by using cluster sampling technique. This research is a pre experimental research with one group pre-test post-test design.

Cecep Ahmad S. (2013) find that students' responses towards the use of small group discussion method in teaching reading, which indicated that smallgroup discussion method effectively improved students' reading skill. In addition,data obtained from questionnaire shows that most students' agreed that small group discussion could improve their motivation in learning reading, increased theirparticipation in the class, and build up their responsibility to finish

the tasks given by teacher.

Ahmad (2013) found out students' responses towards the use of small group discussion method in teaching reading, which indicated that small group discussion method effectively improved students' reading skill. In addition, data obtained from questionnaire showed that most students' agreed that small group discussion can improve their motivation in learning reading, increase their participation in the class, and built up their responsibility to finish the tasks given by teacher.

Umiyati (2011) about the effectiveness of using small group interaction in teaching reading comprehension at seventh grade of SMP Sunan bonang, Tangerang was find out that the use of small group interaction in teaching reading comprehension was quite success. It can be seen on table of the students' reading comprehension scores that the students who learned reading comprehension by small group interaction and whole-class teaching had 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 was 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 had significant effect in the students' reading achievement of the semester of the seventh grade of "SMP" Sunan Bonang Tangerang.

In other hand, Indah N (2013), did the research entitled "Using Small

Group Discussion Technique In Teaching Reading Comprehension". The purpose of this research was to know student's response in applying small group discussion technique in teaching reading comprehension, and to know the impact Small Group Discussion have on students' reading comprehension learning. To find the data, the researcher used pre-experimental teaching. The researcher conducted the experimental teaching for four meetings at SMAN 1 Darul Makmur Nagan Raya. The population and the sample of this research were all of the first grade students Xc of SMAN 1 Darul Makmur Nagan Raya, which the number of them was 20 students. The result of this research, the researcher find that using small group discussion technique can improve reading comprehension. The students had positive responds towards the Small Group to improve student ability in reading comprehension.

In English Department of UIN Ar-Raniry, not all lecturers chose to use small group discussion in the teaching and learning process. From the researcher's preliminary observation, there only a few lecturers used small group discussion, which was from the researcher observation. Learning in this study, the researcher tried to find out is there any effect of small group discussion in reading class on students' reading comprehension which the populations were English Department student's who entrance in year 2019 who had complete reading I and II and the writer took the sample from class reading III which forty students that being the participants as the sample of this research. From those descriptions, the study about this issue is rare and limited.

B. Research Question

Based on the background of the study, the researcher formulates the problem, What are the effects of small group discussion in English reading classroom ?

C. Objective of Research

To find out the effects of small group discussion in English reading classroom

D. Significance of the Research

The researcher hopes that the result of this research give contributions for:

1. Students and English Teachers

By using small group discussion in learning reading comprehension, the students will be able to comprehending the text better, easily, more confidence, enjoy and feel fun in the class. To English teacher it can motivate to create effective technique in teaching English especially in teaching reading comprehension.

2. Future Researchers

The researcher hopes that this research can be used as one references in conducting research in similar problem for future researchers by using other research methods.

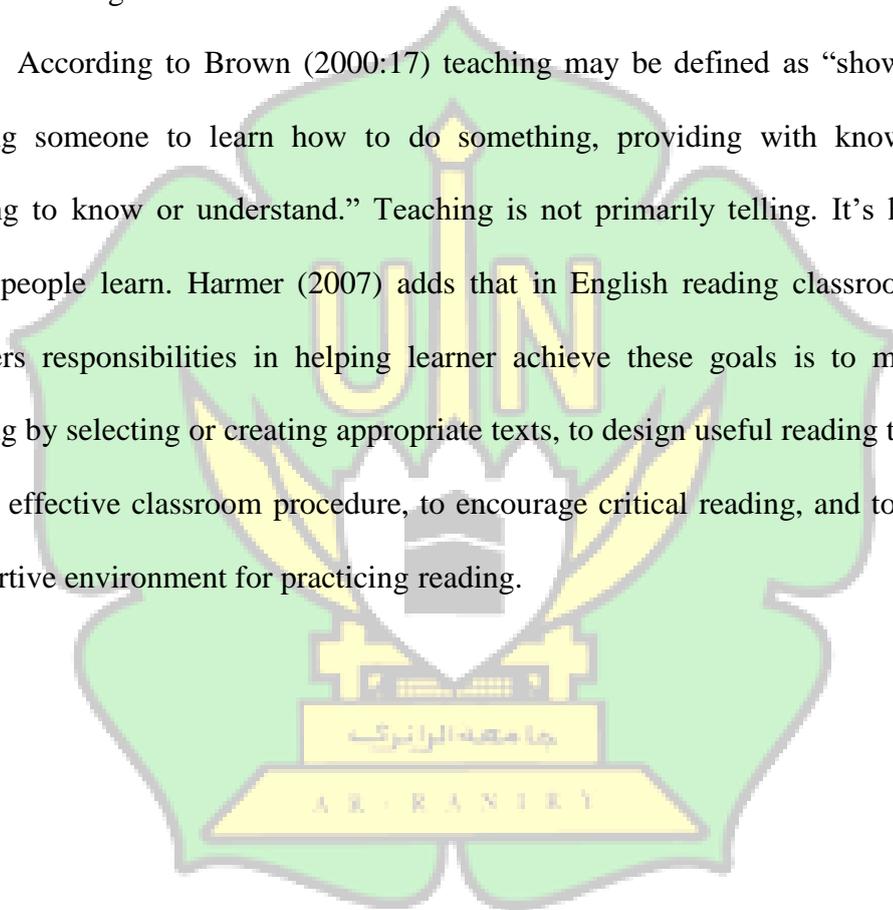
E. Terminology

1. Small Group Discussion

Bormann (1996) states that small group discussion is something that composed three or more people working together to do a clearly specified activity or to reach a common goal.

2. Reading Classroom

According to Brown (2000:17) teaching may be defined as “showing or helping someone to learn how to do something, providing with knowledge, causing to know or understand.” Teaching is not primarily telling. It’s helping other people learn. Harmer (2007) adds that in English reading classroom, the teachers responsibilities in helping learner achieve these goals is to motivate reading by selecting or creating appropriate texts, to design useful reading tasks to set up effective classroom procedure, to encourage critical reading, and to create supportive environment for practicing reading.



CHAPTER II

LITERATURE REVIEW

This chapter presents the related literature review. The review discusses the explanation of English reading, English reading teaching-learning, and studies on the effect of using a small group discussion in English reading discussion.

A. English Reading

1. Brief review of English Reading

According to Tarigan (2008), reading is the meaningful interpretation of printed or written verbal symbols. It is a complex process in which the recognition and comprehension of written symbols are influenced by readers, perceptual skills, decoding skills, experienced, language background, mind set and reasoning ability as they anticipate meaning on the basis of what has been read. In different way, Alyousef (2005) also explained that reading can be seen as an “interactive” process between a reader and a text which leads to automaticity or (reading fluency). It means that reading is an activity to get information from the written text. In this activity, there is interaction between the author and the writer because the writer delivers their idea to the readers through the texts. The reader can also improve their understanding through reading activity. In this case, reading is very useful activity that is suggested to be done as a habit for every body because reading will enlarge their knowledge about something.

Westwood (2004) states that reading may be defined as a message getting;

problem-solving activity which increases in power and flexibility the more it is practiced. The definition states that within the directional constraints of the printer's code, language and visual perception responses are purposefully directed by the reader in some integrated way to the problem of extracting meaning from cues in a text, in sequence, so that the reader brings a maximum of understanding to the authors message. For the beginner, reading is concerned mainly with learning to recognize the printed symbol that represents language and to respond intellectually and emotionally when being asked about the content of the context of the text he has read. In short, reading is the combination of word recognition and intellect and emotion interrelated with prior knowledge to understand to message communicated.

From the explanation above, it can be concluded that reading is much more complex process which decode letter then understand all the words in order to understand meaning of a text that involves comprehension and interpretation of ideas symbolized by written or printed language.

a. Problems in Reading

Discussing problems that happen in reading is important. There are several problems that often are faced by the students during reading process and according to Sutarsyah (2013) there are four problems in reading. The explanations can be seen below:

1) Vocabulary

The investigation of vocabulary in the text is the next aspect that needs to identify. It is claimed that the condition of the words in a text has a great

influence to readers' comprehension. Recognizing words is a dominant factor in reading comprehension. Reading is actually recognizing words in a text in order to get meaning as intended by the writer. Comprehension of sentences and paragraphs naturally requires an understanding of their words.

2) Sentence Problems

Based on the data, the students' problem in terms of sentence or grammatical structure was classified into four categories.

- a) Understanding complex sentences. It was found that the students had difficulty when they encountered a long sentence. This long sentence can be in the form of a adjective clause. The students were also confused with the use of comma in complex sentences.
- b) Understanding long phrases. This problem basically belongs to problem because problem of long phrase occurs in a long or complex sentence. The case is that the students knew individual words, but when they were put into phrase, the words were confusing.

3) Rhetorical structure

Rhetorical structure is meant the characteristic of a text especially on the use of language devices. These devices are also called cohesive ties, a term for one occurrence of a pair of cohesive related items. For some students, foreign language learners, these features are sometimes considered difficult to identify. They had difficulty to see this relation so that they could not see a text as a unified whole.

4) Background knowledge

Most students confessed that the lack of background knowledge of the reading topic became their main reading problem. A difficult text is the one that contains unfamiliar topic or at least the topic is not interesting. In other words, a passage can be considered easy or difficult depending on whether or not the topic of text is familiar to a reader. If a reader does not know or never experience about the topic discussed in the text, he would have a serious problem to understand the text and would not be able to follow the story. Thus, a reader must have enough background experience on the topic that enables him or her to bring personal meaning to the events and feeling of the story.

In short, those four main problems are assumed that they often happen during reading process. In analyzing students' problems, the researcher would use those problems as guidance and those problems would be included in the question list of interview.

2. English Reading Teaching

According to Brown (2000) teaching may be defined as “showing or helping someone to learn how to do something, providing with knowledge, causing to know or understand.” Teaching is not primarily telling. It's helping other people learn. That means the focus is on the learners, not the teachers. People learn best through experiencing something themselves. From the definition above, it can be concluded that teaching is the process of learning that giving by the teacher with the train or instruction and causing to know or understand.

In teaching reading, the teacher should be able to control the class

activities in order to make the students can master the material. It is line with Alyousef (2005) who says that in reading, there are three phases' procedures. They are pre-, while-, and last-reading process. The pre-reading stage helps in activating the relevant schema. For example, the teacher asked the questions while previewing the text. The aim of while-reading stage (or interactive process) was to develop students' ability in tackling text by developing their linguistics and schematic knowledge. The last, in post-reading included activities, which enhance learning comprehension using exercise, close exercises, out-up sentences, and comprehension question. The aim of teaching reading comprehension is to develop students' comprehension of English texts effectively.

To develop students' reading skill, the students should have specific purpose in their mind before they read the text. Appropriate technique in teaching reading can attract the students' interest to interact with various types of texts, functional and monologues text. In short, in teaching reading the teacher should use appropriate technique. Therefore, technique in teaching reading should be matched to reading purpose to read efficiently and effectively.

Especially in English reading classroom, the lecturer responsibilities in helping learner achieve these goals is to motivate reading by selecting or creating appropriate texts, to design useful reading tasks to set up effective classroom procedure, to encourage critical reading, and to create supportive environment for practicing reading. In the classroom, lecturer has to decide what the purpose in reading will be done. It is reading for pleasure or getting understands the passage. It is purpose of reading that will be done is for pleasure the topic of reading text

can be free. And if the purpose of reading that will be done is for getting understands the passage, so the topic of reading text should be prepared before lecturer teach in reading.

From the explanation above, the researcher concludes that teaching reading is kind of activity that has purpose to engage students in comprehending text. The writer also assumes that using of appropriate strategy in teaching reading would increase students' reading comprehension achievement.

3. English Reading Learning

In English Reading learning, there are two goals can be achieved by the students, those are long- and short-term goals. According to Brown (2001), long-term goals may include the mastery of English, the passing of an exam (at the end of the year), the possibility of a better job in the future, etc. Short-term goals, on the other hand, might be the learning of a small amount of new language, the successful writing of an essay, the ability to partake in a discussion or the passing of the progress test at the end of the week. The teacher can encourage the students to learn English and active in the reading class to achieve the long-term goals by emphasizing those long-terms goals is more important for them to be achieved by them. To motivate them in learning English especially in reading, the teacher also can use the short-terms goal by giving them some points to them. If they can involve in teaching and learning English, they are active in the reading class, and they can get high score in the reading class, the teacher can give the class rank and some rewards for them.

For teacher, there are some aspects which the teacher have to pay

attention. According to Allen (Brown, 2001), there are some characteristics of good language teachers. Firstly, the teachers should love and comprehend English language such as listening, speaking, reading, and writing. Secondly, they understand and use a wide variety of techniques, they give optimal feedback to students, use appropriate principles of classroom management, adapt textbook material and other audio creatively, enjoy people, and show enthusiasm.

B. English Reading Teaching – Learning

1. Teaching Reading methodology

a. Strategies in teaching Reading

Reading may be defined as decoding and attaining the meaning as the result of the interplay between perception of graphic symbols that represent a language and the memory traces of readers' experiences. A process is a method, a movement toward an end that is accomplished by going through all necessary steps. A product is the consequence of utilizing certain aspects of a process in an appropriate sequence. Reading is not only receiving meaning in a literal sense, but it also bringing the one's entire life experience and thinking power to bear to understand what the writer has encoded. (Cahyono et al. 2011).

Based on Jeremy Harmer (2011), there are two strategies in reading, that involve bottom- up strategies and top-down strategies.

1) Bottom-up Strategies

Bottom-up strategies of reading assume that process of translating print to meaning begins with print. The process is initiated by decoding graphic

symbols into sounds. Therefore, the reader first identifies feature of letters, link these features together to recognize letters, combine letters to recognize words, and then proceeds to sentences, paragraph, and text level processing. The process of deriving meaning from print in bottom-up strategies is triggered by graphic information embedded in print. By applying the bottom-up strategies, readers start to process the text from the low linguistic level to the higher one. The reader starts from identifying to recognize words, and then proceeds to the phrase, sentences, paragraph, and then text level processing. The bottom-up strategies are also used by the readers when they feel the text being read is difficult. The difficulty of the text can be about the language and the contents of the text. When the language of the text is felt difficult, the readers start to identify the words meaning. Then, they combine the word meaning to get the understanding of the phrases, sentences, and paragraph until reaching the entire meaning of the text.

2) Top-down Strategies

The process of deriving meaning of the text in top-down strategies starts from the reader's prior knowledge and experience to the print. By top-down strategies, reader start to process the text by applying the higher level stage. In this case, readers start with hypothesis and predictions and attempt to verify them by working down to the print stimuli. These strategies are in line who indicates that reading is a process that involves the use of available language cues selected from perceptual input on the

basis of the reader's predictions. Reader usually use top- down strategies when they have background knowledge and sufficient language competence about the text being read, and when the cues in the text can activate the content schemata. Although readers have sufficient knowledge about the topic and can understand the meaning every word in the text.

According Brown (2000) also explains that there are ten strategies can be applied in teaching reading :

- 1) Identifying the purpose in reading. By knowing the purpose of what the reader reads, the reader can throw the unwanted distraction or information where the reader know what information they want to know in reading the texts.
- 2) Using graph emic rules and patterns to aid in bottom up decoding (especially for the beginning level learners). At the beginning levels of learning English, one of the difficulties that students encounter in reading is making the correspondences between spoken and written English. Here teacher also need to teach how to read the sound words with sort vowel sound such as (bat, leg, wish, etc.) and the sound words with final silent "e" such as (late, time, bite, etc.).
- 3) Using efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels). In advanced learner, teacher can apply reading fast to reduce time consuming in reading. Readers do not need to pronounce every word and do not need to know the meaning of every word but the comprehension of the text is more

important.

- 4) Skimming the text for the main ideas. Skimming is the one of the most valuable reading strategies for learners. Skimming consist of quickly running one's eyes across a whole text (such as an essay, article, or chapter) to find out what the text tells about or to find out the main idea of the text. Skimming gives the readers advantages of being able to guess the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas.
- 5) Scanning the text for specific information. Scanning is quickly searching for some particular piece or pieces of information that the reader needs in reading a text. Scanning exercises may ask students to look for names or dates, to find a definition of a key concept, or to list a certain number of supporting details.
- 6) Using semantic mapping or clustering. Readers can resume the long string of ideas or events by grouping the important key of the word that get from reading. The strategy of semantic mapping, or grouping ideas into meaningful clusters, helps the reader to remember the contents of the text.
- 7) Guessing when you are not certain Guess are an extremely broad category. Learners can use guessing to their advantages to:
 - a) Guess the meaning of a word.
 - b) Guess grammatical relationship (e.g., a pronoun reference).
 - c) Guess a discourse relationship.
 - d) Infer implied meaning (“between the lines”)

e) Guess about a cultural reference.

f) Guess content messages.

Those strategies can be used for the English teacher to overcome the difficulties in the students' reading comprehension. Moreover, the students should encourage themselves to be strong readers, because it help the students in all the other subjects and in the personal and professional lives on their future.

a. Technique in teaching Reading

Reading is viewed as an interactive process between language and thought. Cahyono et al. (2011), There are three kinds of activities involved in relation to the reading class activities: pre-reading activities, during reading activities, and post-reading activities.

1) Pre-reading activities are instructional activities carried out before students conduct the real reading activities. In pre-reading activities, activations is concerned with students' background knowledge, objectives of reading class, learning activities, and motivating the students. Pre-reading is to tell students the purposes of reading and learning. Pre-reading is also to motivate the students. Motivation in reading attracts students' attention to the text. The activities of pre- reading are activities aiming at facilitating the students' understanding about the reading text.

a. During/Whilst-Reading Activities

During reading activities are the activities that a reader does while reading takes place. While reading includes: (a) identifying the main idea, (b) finding details in a text, (c) following a sequence, (d) inferring from

the text, and (e) recognizing the discourse patterns. During/whilst reading activities are instructional activities that are going on while reading activities are happening.

b. Post-reading activities

Post-reading activities are the activities conducted by a reader after reading. The activities are used to recheck reader's understanding on the text topic being read. Post-reading activities are instructional activities that the students and teacher do after reading takes place.

2. Small Group Discussion (SGD)

Small group discussion is one of the cooperative learning techniques in which students work in groups of three or four. A small group is a small member of human, work together through interaction whose interdependent relationship allows them to achieve a mutual goal (Kenz and Greg, 2000). According to Sagala (2008), group discussion team is more effective if the group consists of 3-4 students, enable students gives their opinions or ideas to other students easily. According to Brown (1988), small group provides opportunities for students' initiation, for face to face, give and take, for practice in negotiation of meaning for extended conversation exchanges. So the students are more confidence to give opinion in each of their small group. In short, small group technique is a small member of human, work together through interaction whose interdependent relationship allows them to achieve a mutual goal.

Small group discussion provides opportunities for students' initiation, for face to face, give and take, for practice in negotiation of meaning for extended

conversation exchanges. As Rick (2003) stated that small group discussion is a learning method that gives effect for students to study more active in teaching and learning processes, because they can interact with their friends. It is conducted by making a group to achieve the goals of learning and to improve students' outcome in learning. It also gives a technique of problem solving, communication actively, restore of team work, and increasing of students' participations in taking decision.

Bormann (1996) explains that small group discussion is something that composed three or more people working together to do a clearly specified activity or to reach a common goal. Based on some definitions above, it is concluded that small group discussion is a group that contains of three to five students who joined together to interact or share about the teaching learning materials to achieve the goals of learning. Discussion process is needed for students' activeness. Students who are passive because they are not interested in teaching learning process that teacher does by preaching method, they will be more interested and active by small group method. It is caused that they can make discussion with their friends about the text types in English subject.

The small group learning format can be conceptualized in various ways and proponents of the technique have assessed only certain types of the models. But when the groups have found out how to plan work together, they may not all agree. The members of the group know well enough to really trust each other, and they still have to determine each other's skills, knowledge, situation and attitudes. They often feel comfortable and "lost" (Barker, 1986). In a class of 30 – 40 students, a teacher may have difficulties when he teaches without knowing

whether the students have understood and comprehended the reading passages. Barker (1986) believes that group membership can be beneficial to some and detrimental to others. Teaching small group discussion here is the process of action that is done by a teacher in order to train students to work in-group consisting of 3-4 students where they can share their ideas to each other and achieve mutual goal. Hence, there would be discussion among the students in each group. Moreover, the broader context of communicative, meaning – seeking and information processing would occur. Additionally, teaching small group discussion in reading class here means that the students would be trained to catch the meaning of the text and write out the content of the text together with their friends by paying attention to the content and vocabulary based on curriculum 2013 as cited in Sundiawan (2013).

In small group discussion, the students would be trained to comprehend the meaning of the text by sharing and discussing their ideas with other members' in- group. Small group discussion technique would be conducted after pretest has been done first and then, in order to check students' reading comprehension after being taught by using small group discussion posttest would be administered. In addition, producing a text in Indonesian language is a test that would be conducted in pretest and posttest where the students should be able to produce a text in Indonesian language based on their understanding of text in English language. This activity is administered in order to evaluate students' reading comprehension after being taught by using small group discussion.

According to Cristiani and Mintohari (2004), the techniques of small

group discussion in teaching learning process are:

- 1) Providing a topic.

Teacher as a facilitator to prepare the material that will be discussed and given to students before the class begins.

- 2) Forming groups.

Teacher help students choose the members of the group.

- 3) Teacher gives the materials.

Teacher not only provide the material, but also help students to explain what they should do such as after getting the material each students in group have to prediction by looking at the title o the text first to know what the text about. After they got what the text about, they can discuss their information or knowledge that related with the text.

- 4) The students discuss a topic in their group and teacher move around the class.

In this activity the students have opportunity to communicate each other in order to make the group be more active and comprehending the text.

- 5) Then, each group discusses about their discussion result to another group.

After getting the discussion between members of their own group and got the information of the text, the representative of each group discuss the result of their discussion to another group. The other members in the group may debate, clarify, and give opinion and critice the result of discussion from another group.

- 6) Explaining the material that was learnt.

Teacher help students to explain in details what they have learned and the

teacher may give correction if any.

7) Answering questions which prepared.

After discussion between groups and teacher, each student tries to answer the question individually based on the tasks that have been provided by the teacher.

Small group discussion have a lot of advantages. According to Brown and Atkins (1988), the advantages of small group include better communication skills and intellectual and professional development. Gross Davis (1999) adds that the advantages of small group include increased participation by students, and deeper and longer-lasting understanding. According to Harmer (2001) the advantages of small group discussion are:

- 1) It dramatically increases the amount of talking for individual students.
- 2) Because there are more than two people in the group, personal relationship are usually less problematic; there is also a greater chance of different opinions and varied contribution.
- 3) It encourages broader skills of cooperation and negotiation.
- 4) It promotes student autonomy by allowing students to make their own decision in the group without being told what to do by the teacher

Small group discussion have a lot of disadvantages. According to Brewer (1997) the disadvantages of small group discussion are:

1. Effectiveness of the group may be lowered by the immature behavior of a few.

2. It may not be effective for younger groups or groups that know each other too well to take each other's opinions seriously.
3. It can be long time-consuming when dealing with every large groups.

C. Studies on The Effect Of Using A Small Group Discussion in English Reading

Several studies on the effect of using a small group discussion in English reading are used in this study in order to support and strengthen the finding of this research later on.

Desak Putu Eka Yuliasari (2005), the researcher from English Department of Teacher Training and Education Faculty. The title of her research is improving reading comprehension through small group discussion (A classroom action research on the eight grade students of SMP N 4 Denpasar and Nurhadi Ningsih (2017) who conducted a research entitled "small group discussion method in teaching reading comprehension in eight grade student of SMP N 3 Bantul. The researchers analyzed the improvement of students reading comprehension through small group discussion technique. This is a classroom action research and instrument that used by the researcher in this study are test: post-test and pre-test, observation, the researcher observed the condition during teaching learning activities, and questionnaire to know the students changing motivation and attitude changed positively after the implementation of small group discussion, This classroom action research proved that small group discussion could improve reading comprehension. The similarity to the research are the small group

discussion.

Safreti Ringgi Pamungkas (2016) in hortatory expositions with title “The effectiveness of small group discussion to the eleventh grade students’ reading comprehension of SMA Negeri 1 Durenan in Academic Year 2015/2016” discussion technique was effective technique to improve the ability of students reading comprehension and Darise (2012) who conducted a research, entitled “The effectiveness of small group discussion method in teaching reading comprehension to the second grade student of state senior high school (SMA Negeri 2 South Sinjay) From the studies above, it can be said that after the treatment of small group discussion technique students’ score were more likely to show improvement. This indicates a positive outcome of students’ learning after given this kind of technique. So, the researcher will conduct a research by using small group discussion Technique in teaching reading comprehension in different reading text that is Narrative Text on Tenth Grade Students at SMAN 1 Tulungagung. The students are given the opportunity to experience by themselves.

Widia Anggraini (2018) who conducted a research entitled “the effect of using a small group discussion method on ability on the second year student of SMK Muhammadiyah 2 Pekanbaru in comprehending report text”, and Safreti Ringgi Pamungkas (2016) in hortatory expositions with title “The effectiveness of small group discussion to the eleventh grade students’ reading comprehension of SMA Negeri 1 Durenan in Academic Year 2015/2016. This research was aimed to find out the ability of the second year students of SMK Muhammadiyah 2 Pekanbaru in comprehending report texts. The data were collected from April to

May. The population of this research is the second year students of SMK Muhammadiyah 2 Pekanbaru and SMA Negeri 1 Durenan. The sample chosen by using cluster sampling technique. This research is a pre experimental research with one group pre-test post- test design. After the treatment of Small Group Discussion Technique students' score were more likely to show improvement. This indicates a positive outcome of students' learning after given this kind of technique. So, the researcher will conduct a research by using small group discussion technique in teaching reading comprehension in different reading text.



CHAPTER III

RESEARCH METHODOLOGY

This chapter provides the methodology of the research which explains research design, research participants, data collection and research instrument, and data analysis.

A. Research Design

This research is aimed to analyze the the effect of small group discussion in reading class on students' reading. As such, the researcher employs a qualitative research approach. It is in-line with Creswell's (2012) explanation that to answer a research problem in which the variables are not known and need to be explored, the qualitative approach is suitable. Lambert (2012) adds that descriptive qualitative is a viable and acceptable label for a qualitative research design. In addition, qualitative research deals with studying human behavior within the context in which that behavior would occur naturally and in which the role of the researcher would not affect the normal behavior of the subjects.

Seliger and Shohamy(1989) also states that qualitative method explores, describes, and studies social phenomenon involving people or cases of interest. It means that qualitative is about describing, exploring, and studying about social phenomenaof interesting case. Furthermore, in this research, the writer described and explained about the effect of small group discussion in reading class on students' reading comprehension.

Thus, the writer used this research design and method because the descriptive qualitative allows the researcher to investigate some participants with multiple sources of information detailed understanding, and report in the description. The interview was the instrument of qualitative research which was used in order to figure out the use of small group discussion in English teaching classroom. The writer also used semi-structured interview while conducting the interview.

B. Research Participants

According to Creswell (2014), research participants are subjects who have the potential to give information that will lead the researcher to find the answers to research questions. In this case, the participants of this study were the students of 2019 English Department of UIN Ar-Raniry, and who had completed reading I and II.

a. Participants Selection Process

The study population was obtained from the students of English Department of UIN Ar-Raniry who entrance in year 2019 who had completed reading I and II. Then, the participants were selected based on a requirement that they are taking Reading III. The researcher employed a purposive sampling procedure in which the participants were selected based on that criteria. Palys (2008) explains that purposive sampling, also known as judgmental, selective, or subjective sampling, is a form of non- probability sampling in which researchers rely on their own judgment when choosing members of the population to

participate in their study. Furthermore, the researcher interviewed forty students of English Department of UIN Ar-Raniry who entrance in year 2019 who had complete reading I and II and taking Reading III

C. Data Collection and Research Instrument

1. The instrument of Data Collection

a) Interview

To get answers to the research questions of this study, the researcher needed to collect research data. The data were collected through the interview. The interview is used when researchers ask participants and record their answers to obtain in-depth information about their thoughts, knowledge, reason, motivation, beliefs, and feelings about the topic (Creswell, 2012). One of the most popular techniques for obtaining information in research by asking respondent orally is interview. The information is obtained directly from the respondents while talking face to face. Nazir (2005) says that interview is the process the collecting information for research goal through talking face to face with the respondents using instrument which is called interview guide. Kumar (2011) states that interview is an interaction between two or more individuals that have specific purpose. There are five types of interview; structured interview, semi-structured interview, unstructured interview, informal interview, and focus group (Warren & Kanner, 2005).

In this research, a semi-structured interview was employed. It was an interview that utilized a question list, but allowed for greater flexibility for the interviewer in asking for clarification and elaboration (Arikunto, 2001:156). This

kind of interview is also known as in depth interview, where technically is more flexible than the structured one (Sugiyono, 2006).

In the process, first, the researcher asked permission from the English Department office of UIN Ar-Raniry to get the data about the classes of Reading III and the researcher took one class which contained forty students to be the participants. After getting the candidates of participants, the researcher gave invitation letters and informed consent forms to be signed by the participants who were willing to be interviewed. In this research, the writer used semi-structured interview to answer six questions about what the use of small group discussion in English reading classroom.

Through this kind of interview, the interviewees were expected to express their opinions and ideas so the issue could be explored more openly. The researcher used mobile phone as instrument to record the data from the interviewees. Note taking technique also used as other instrument to get addition information during the interview.

2. Method of Data Collection

This research is a qualitative approach. As this study aimed to find out the effect of small group discussion in reading class on students' reading comprehension. In this study, the writer performed the interview to answer the question and to support the data. The researcher interviewed the participants by used the semi-structured interview. The interview finished in 15-25 minutes and the writer asked several questions related to their voices on effect of small group discussion in reading class on students' reading comprehension. Then, the data

analyzed based on transcripts of the interview.

D. Data Analysis

According to Creswell (2003), Generic steps for analyzing qualitative data are:

- a. Organizing and prepare the data for analysis.
- b. Reading through all the data. A first general step is to obtain a general sense of the information and to reflect on its overall meaning. What general ideas are participant saying? What is the tone of the ideas? What is the general impression of the overall depth, credibility, and use of the information? Sometimes, qualitative researchers write notes in margins or start recording general thoughts about the data at this stage.
- c. Beginning detailed analysis with a coding process.
- d. Using the coding process to generate a description of the setting or people as well as categories of themes for analysis.
- e. Advancing how the description and themes will be represented in the qualitative narrative.
- f. A final step in data analysis, involving making an interpretation or meaning of the data. “What were the lessons learned” captures the essence of this idea (Lincoln & Guba, 1985). These lessons could be the researcher’s personal interpretation, couched in the individual understanding that the inquirer brings to the study from her or his own culture, history, and experiences.

In qualitative research, data analysis and data collection typically happen simultaneously (Creswell, 2008; Creswell, 2009; Lodico, Spaulding, & Voegtle, 2010; Merriam, 2009; Moustakas, (1994). As the researcher transcribed each interview. There were a lot of significant statements in the participants' responses. Hence, the researcher needed to listen to the audio several times to obtain valid information from the participants' statements. The researcher began to write the main problems that participants do experience, then read and re-read the statements, and began to see common ideas. The researcher went back over the interviews to highlight similar meanings and ideas in the same style.

Then the researcher cut out highlighted passages and grouped them together. These units were broken down and coded into "cluster of meanings" (Creswell, 2003, p. 55). Afterward, the researcher took each highlighted cluster and reread notes, then began to see themes and subthemes emerged from the researcher's focus. The researcher organized a written structure of the main theme with supporting subthemes. After reviewing each student's description, the researcher integrated the participants' perceptions and experiences in a written format to reveal the themes.

CHAPTER IV

RESULTS AND DISCUSSION

This chapter explains the results and findings obtained in the research that has been carried out in forty participants from students of English Department of UIN Ar-Raniry who entrance in year 2019 who had completed reading I and II. This chapter also explains more about the themes that emerged after the data analysis process was carried out as a result of this research.

A. Results

The purpose of this qualitative study is to describe the effect of using small group discussion in English Reading classroom at English Department of UIN Ar-Raniry. This study was constructed to answer the research questions “What are the effects of small group discussion in English reading classroom ?” To gainan understanding of the real experiences of students on using small group discussion in English Reading classroom, semi- structured interviews were conducted. The theme of the question that were asked in the interview are as follow :

1. The overall opinion about small group discussion teaching-learning process in reading class
2. The use of small group discussion teaching-learning process in reading class
3. The process of small group discussion in reading classroom
4. The effectiveness of small group discussion teaching-learning process in

reading class

5. The advantages and disadvantages of using small group discussion

Therefore, in the rest of this section, the researcher discusses the result of interview that was held from **09 July 2020 - 12 July 2020** which involved forty students as the sample.

1. The overall opinion about small group discussion teaching-learning process in Reading class

Each participant had different responses related to the effect of using small group discussion in English reading classroom at English Department of UIN Ar-Raniry. Some participants explained small group discussion in English Reading classroom was good. The following is the participant's response:

All of the participants had positive opinion of using small group discussion in English reading classroom at English Department of UIN Ar-Raniry. They said that:

My opinion about small group discussion in teaching learning process is really good. Because it can make the students easier to interact with their friends and deliver their ideas in teaching learning process (discussion). **[SA]**

My opinion, small group discussion is effective to be applied in the class this method would help the each other. **[HS]**

Small group discussion is a teaching method which usually applied in reading. For me, it is good to be applied in reading class. **[AF]**

Small group discussion in teaching learning process, I think is really good, because help the student understand easily and the student can attractive. **[FR]**

Interested, good, because we can discuss with my friend. **[CN]**

The others added the same responses:

Interesting, fun and we can do discussion a lot.[CS]

In my opinion, this method is good to be applied in learning reading because by using this method, it gives the chance to solve the problem wider.[ID]

A learning methodology which oftenly used in the class in order to overcome the problem in the task.[N]

The participant believed that the use of small group discussion English Reading classroom at English Department of UIN Ar-Raniry was good in all aspects, especially in terms of making students become more motivate to learn English reading, which was very important for them in the future.

2. The use of small group discussion teaching-learning process in reading class

Based on the result of interviewed the participants, the participants gave positive and negative opinion related to the use of small group discussion for reading class.

a. Positive response

Some of the participants had positive thought of small group discussion. The representative of students' responses is shown below:

1) Make the students easier in learning

Correspondingly, some participants thought that small group discussion was one of the positive effect. This means that small group discussion was important in the learning reading. They said that :

Yes, small group discussion is used in the class. I think they apply this to make the students more easier in learning reading. [R]

Yes, I still remember in my reading class, that the lecture sometime said us in small group discussion, so we read together, search for difficult vocabulary together, and answer the question in reading and that make us easier, I think like that. [EN]

Yes, I can easily understand the reading lessons by presented by applying small group discussion. For example, when we afraid to ask the teacher about when we don't understand, we can ask our friends. [SA]

From the statement above, it can be conclude that make the students easier in learning was one of the positive effect of small group discussion.

2) Make the student more active in learning

Some participants agreed that small group discussion give them a positive effect that are make them more active in learning. The representative of the response are:

Yes, small group discussion make me more active in learning reading and I am not feel bored. [AR]

Yes. By learning with small group discussion, it makes me more active because the students asked to looking for more information. The more we read, the more we get and we get much different opinions and we can share them.[N]

It can be conclude that small group discussion give them a positive effect that are make them more active in learning.

3) Increasing the students interest in learning

Some participants agreed that they feel their interest in learning had improvement by Small Group Discussion. The representative of the response are:

Yes. Learning using small group discussion really increase my interest to study reading.[HS]

It really increase my interesto study reading. [ES]

It can be concluded that small group discussion gives them a positive effect that is increasing the students' interest in learning.

4) Increasing the students' motivation in learning

Two of the participants gave their opinion that they got more motivated by learning reading using small group discussion. These are the answers:

Yes, I feel really motivated in learning by using small group discussion. **[R]**

Yes, I am motivated to learn using that method. **[MM]**

It can be concluded that learning reading by using small group discussion gave them a positive effect that is increasing their motivation in learning. From the explanation above, it can be seen that some of the participants received a good effect of small group discussion in English reading, they can easily understand the reading lessons by presenting by applying small group discussion.

b) Negative response

Some of the participants also had a negative view of the implementation when the lecturer applied small group discussion. They complain that:

1) Hard to study in group

Some of the participants believed that using small group discussion in learning reading comprehension gave them the negative side that they find it hard to study in a group. These are the responses:

Sometimes it is easy to learn with a group, sometimes it is not. **[CN]**

I am an introverted person so I find it hard to study in a group. The method is good but I just don't feel comfortable when studying in a group. It's hard for me to interact. Sometimes it is easy, sometimes it is not. **[B]**

Not really because I like to learn individually.[NH]

It can be conclude that some of the participants feel that using small group discussion in learning reading comprehension gave them the negative side that are they hard to study in group.

2) The member has their own work

Some of the participants shared their voices related to the use of small group discussion in learning reading. Their said that learning by using small group discussion bring them a negative side that are the member has their own work while discussing in group. These are the responses:

Not really. Every group members sometimes just work by their own. [MM]

Yes. I see not of all students is cooperative. Sometimes they busy with their own business. [CS]

It can be conclude that learning by using small group discussion bring them a negative side that are the member has their own work while discussing in group.

3) Bored

One of the participants feel bored while learning reading by using small group discussion. These are the response:

Sometimes the method can't make me more active. Sometimes working on group make me so bored.[ID]

It can be conclude that learning reading by using small group discussion can make some of students feel bored. From the explanation above, it can be seen that some of the participants give a negative response about negative effect of small group discussion in English reading.

3. The process of small group discussion in the reading classroom?

All the participants had the same explanation regarding the process of small group discussion in the reading classroom, the following were their explanation:

Based on my experience with Mrs. X, we make a group, then she give us like reading comprehension, and sometimes we playing games. [SA]

The first, the lecturer gives the materials like long text and then the students asked to sit in group and discuss the task. [ADL]

The process of small group discussion in my reading class is good. First, the lecturer gives the materials and she explains them. Second, the lecturer give us a task to do. Third, we make a discussion to get the best understanding regarding to the topic. The last, presenting and sharing time. [SH]

From the explanation above, it can be conclude that the process of small group discussion in the reading classroom are; 1) The lecturer divided the students into a group, 2) The lecturer giving the Reading task, 3) The students discussing the material, 4) Presentation.

4. The effectiveness of small group discussion teaching-learning process in reading class

Based on the interview, the researcher finds that the participants had different answer. They said that they like learning reading by with the application of small group discussion because it can make them easier in learning, can ask their friend directly, and the last is because the students can be more active in the class. These are the responses:

- a) Easier in learning

Some participants believed that small group discussion is effective in learning reading. One of them is make the students easier in learning reading.

These are the response:

Yes, off course, because it make me more easier in learning reading. **[HS]**

Yes, off course. I feel motivated to study use this method because It become easier in terms of communicate with the others friends (discussion). **[BZ]**

Yes, off course. The students looks more active **[HYN]**

It can be conclude that small group discussion is effective in learning reading especially can make the students easier in learning reading.

b) Ask their friend directly

Some participants explained that small group discussion brought an effective way in learning reading. One of them is they can ask their friend directly.

These are the response:

Yes, I motivated because we can share opinion with our friends. **[ADR]**

Yes, I motivated because we can share opinion with our friends. **[ADL]**

Yes, I really like and feel motivated because I can immediately ask to my friend at that group when I do not understand. **[F]**

It can be conclude that some participants believed that small group discussion brought an effective way in learning reading because they can ask their friend directly while discussing.

c) More active in the class

In this part, the participants explained that small group discussion gave an effective way in learning reading because the students can more active in the

class. These are the response:

Yes, off course. The students looks more active **[HS]**

Yes, I'm motivated and it makes me more close to my friends. **[CN]**

The other participants added:

Yes, I think more motivate I learning by using small group discussion because make me feel more attractive in the class, but yes it cannot increase my interest in learning reading but it can motivate me. **[EN]**

It can be conclude that small group discussion gave the participants an effective way because the students can more active in the class.

d) More interested in the class

In this part, the participants explained that small group discussion gave an effective way in learning reading because it can make the students can more interested in the class. These are the response:

Yes, for the next material i will use the application of small group discussion but it depends on the material. **[NK]**

Yes, I really interest in learning something use this method for next.**[ADR]**

The other participants added: **AR-RANITY**

Yes, I interest this method applied in the next material because I feel more flexible in delivering my opinion and ideas. **[ID]**

It can be conclude that the participants explained that small group discussion gave an effective way in learning reading because it can make the students can more interested in the class.

From the explanation above we can conclude that the students like learning reading by with the application of small group discussion because of

some reasons; because it can make them easier in learning, can ask their friend directly, increase their interest and the last is because the students can be more active in the class.

e) The advantages and disadvantages of using small group discussion

Each participant had their own opinion for **the advantages and disadvantages of using small group discussion**. The opinion about the advantages of small group discussions among others are: make the students easier in learning, the students become more active, students can share their idea, and motivate the students. While the advantages are; students become not independent, the members of the group no cooperative, lacks of lecturers attention, the class being noisy, and take a long time.

1. The advantages

These are the representative of responses of the advantages of small group discussions:

a) Easier in deliver the ideas

The participants explained the advantages of small group discussion. Some of them said that by using small group discussion, it make them easier in deliver the ideas. These are the responses:

The advantages is it can make the students easier in deliver the ideas, easier in interact with friends, and make the students more motivate in learning reading. [SA]

By using this method, sometimes I get something new and may be it can get more than what I expected. I can easier to deliver my ideas. [MM]

The advantages are it we can sharing the ideas, so we can get something

new from others, knowing new vocabularies, indicating the main idea from the task..[NK]

The other participants added:

In my opinion, there are 2 points of the advantages in learning using this method. First, students can share their ideas or accept the others' ideas. Second, the students can find new information or knowledge from the other students. [BZ]

It can be conclude that using small group discussion in learning reading comprehension can make them easier in deliver the ideas.

2) Give motivation to the students

The participants believed that small group discussion give the advantages. Some of them said that by using small group discussion, it can give them motivation to the students. These are the responses:

Learning by this method gives me motivation because I want to Balanced with my other group mates. So, it is challenging me. Also, we can sharing ideas to others and it is good. [ADL]

Yes the lecture use small group discussion and it motivate me in learning. [NH]

In short, small group discussion give the advantage for them especially it can give them motivation to the students.

3) Find a lot of tricks

Some of the participants said that small group discussion give the advantage because they can find a lot of tricks in reading. These are the responses:

The advantages is it can make the students easier in learning reading, more active, and the students can find a lot of tricks how to understand the text that

given by teacher. They can easy to ask their friends in that group discussion. [R]

By this method, we can ask our friend and sharing the ideas if we do not understand [N]

Learning by this method gives me new information by sharing the ideas to each others. [ADR]

In my opinion, by using this method, we can learn together and find out the tricks and solution easier rather than do it individually. We also can get the best solution by discussing it together. [HS]

To sum up, small group discussion give the advantage to the students because they can find a lot of tricks in reading. It can be seen that all of the participants' agreed that the advantages of small group discussion are : students easier in learning, the students become more active, students can share their idea, motivate the students, and finding some tricks in learning reading.

1. The disadvantages

These are the representative of responses of the disadvantages of small group discussions:

1) The students become not independent

One of the participants said that small group discussion give the disadvantage because it can make the students become not independent. These are the responses:

The disadvantages is sometimes it can make the students become Not independent, for example like do not want to do their works and just hope the other friends finish it. [SA]

In short, they feel that small group discussion give the disadvantage to the students because it can make the students become not independent.

2) Not in one deal

One of the participants said that small group discussion give the disadvantage because sometimes they are not in one deal while discussing. These are the responses:

The disadvantages, sometimes, the group members are not in one deal. [MM]

It can be seen that that small group discussion sometimes give the disadvantage because sometimes they are not in one deal while discussing.

3) Out of the topic

Some of the participants said that small group discussion give the disadvantage because sometimes their friend are out of topic while discussing and it makes the students can't focus. These are the responses:

For the disadvantages, not all students can accept the lesson. Sometimes, there are some students get out off the topic[NZ]

The disadvantages is sometimes some friends just without doing Anything, out of the topic, and just hope their friends finishing the task. [RW]

In negative side, may be, sometimes we can discuss something not important. So that, it can waste time. [CN]

It can be seen that small group discussion sometimes give the disadvantage to the participants because sometimes their friend are out of topic while discussing and it makes the students can't focus.

4) 1Lack of lecturer's attention to the students

Some of the participants said that small group discussion give the disadvantage because sometimes it can make the lecturer's not pay attention to the students. These are the responses:

The disadvantages is the lack of lecturer's attention to the students. [JU]

For the disadvantages are the lack of lecturers' attention to the Students and consuming much time. [HS]

Hence, it can be said that small group discussion give the disadvantage because sometimes it can make the lecturer's not pay attention to the students.

5) Wasting time

Some of the participants said that small group discussion give the disadvantage because sometimes it can be wasting times. These are the responses:

For the disadvantages, may be much time will use if it use this method, so that, sometimes we need more time. [ADL]

For the disadvantages, may be it will take a lot of time and the class more noisy.[ADR]

For the disadvantages, usually discussion take a lot time, so that it is not in effecient way.[ID]

In short, the participants believed that small group discussion give the disadvantage because sometimes it can be wasting times.

It can be conclude that all of the participants' agreed that the advantages are; students become not independent, the members of the group no cooperative, out of the topic, lacks of lecturers attention, and take a long time.

B. Discussion

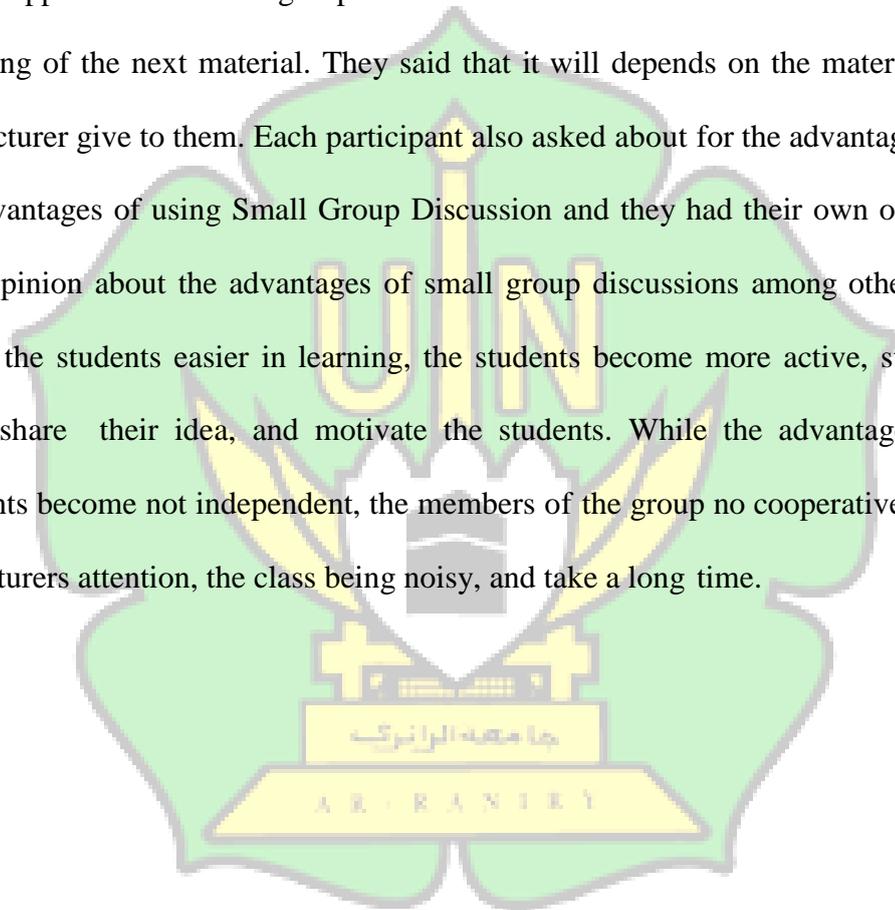
Based on the result of the interview that was held from 09 of July 2020 to 09 of July 2020, all of the participants gave a positive opinion about the effect of using small group discussion in English reading classroom at English Department

of UIN Ar-Raniry, they believed that the use of small group discussion English reading classroom at English Department of UIN Ar-Raniry was bring negative and good effect, in positive effect especially in terms of making students become more motivate to learn English reading, which was very important for them in the future. All the participants also had the same statement that the small group discussion reading learning is used by their lecturers in the reading teaching learning process. The participants also asked about the process of small group discussion in the reading classroom. They had same explanation about the process of small group discussion in the reading classroom. That are; 1) The lecturer devided the students into a group, 2) The lecturer giving the reading task, 3) The students discussing the material, 4) Presentation.

Then some of the participants explained that received a good effect of small group discussion in English reading, they can easily understand the reading lessons by presented by applying small group discussion. Meanwhile, 3 of the students feel not comfortable when learning by using small group discussion method and it make them hard in learning on teamwork because of some reasons. Then, each participant had different responses related to the reading lessons by presented by applying small group discussion. Some participants explained that the application of small group discussion was good and make they more active to understand the reading lessons. In the other hand, some of them said it did not make them active in learning reading. After that, the participants agreed that the model of learning by using small group discussion increase their interest in learning reading and they were feel motivated in learning by using small group

discussion technique.

The students like learning reading by with the application of small group discussion because of some reasons; because it can make them easier in learning, can ask their friend directly, and the last is because the students can be more active in the class. Majority of the participants interested in teaching of the next material by the application of small group discussion but not all students were interested in teaching of the next material. They said that it will depends on the material that the lecturer give to them. Each participant also asked about for the advantages and disadvantages of using Small Group Discussion and they had their own opinion. The opinion about the advantages of small group discussions among others are: make the students easier in learning, the students become more active, students can share their idea, and motivate the students. While the advantages are; students become not independent, the members of the group no cooperative, lacks of lecturers attention, the class being noisy, and take a long time.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter provides the result summary of the data analysis and also some suggestion for proposed study and recommended future work for related research.

A. Conclusions

The application of small group discussion in English reading classroom at English Department of UIN Ar-Raniry give positive and negative responses. The positive responses are small group discussion was good and make they more active to understand the reading lessons. It also increase their interest in learning reading and they were feel motivated in learning by using small group discussion technique. Meanwhile, some of them said it did not make them active in learning reading because of some reasons.

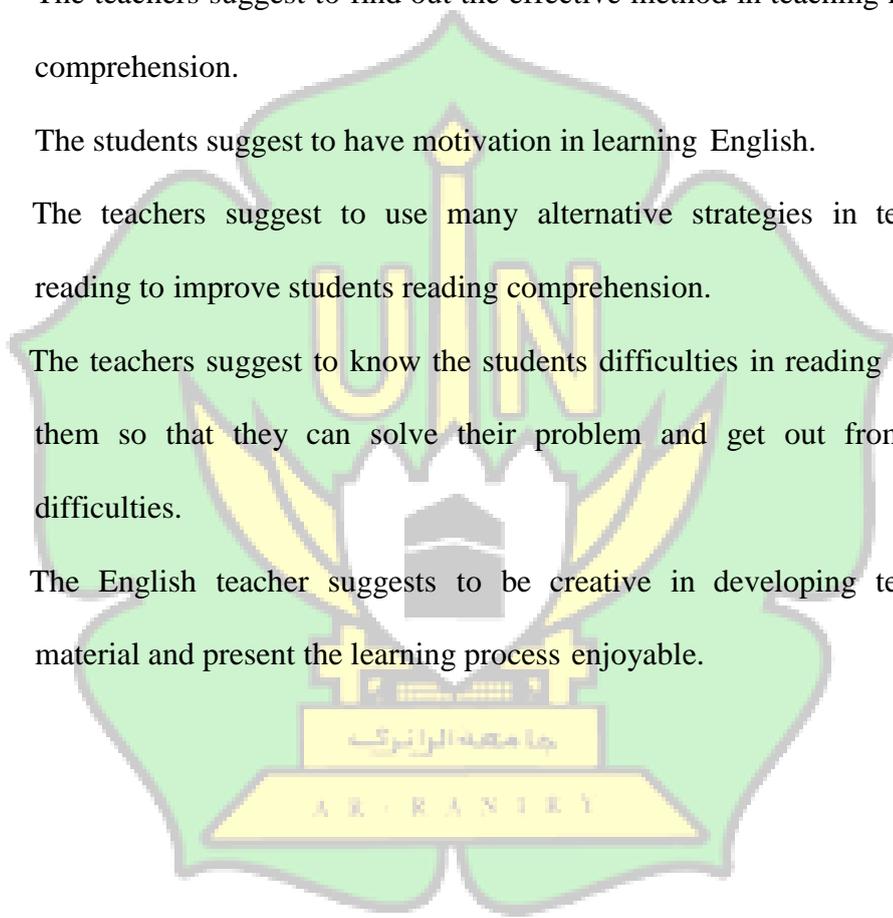
The application of small group discussion in English reading classroom at English Department of UIN Ar-Raniry has several advantages and disadvantages. The advantages and disadvantages of using small group discussion and they had their own opinion. The opinion about the advantages of small group discussions among others are: make the students easier in learning, the students become more active, students can share their idea, and motivate the students. While the advantages are; students become not independent, the members of the group no cooperative, lacks of lecturers attention, the class being noisy, and take a long

time.

B. Suggestion

In relation to the conclusion above, the researcher proposes the following suggestions:

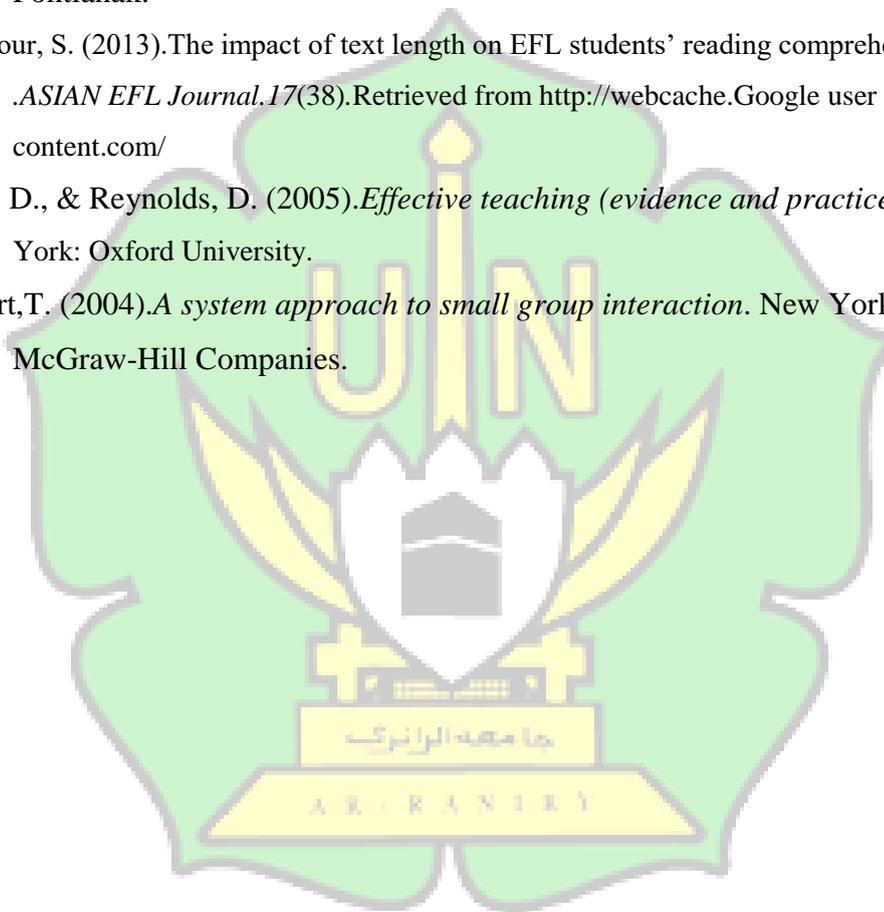
1. The teachers suggest to find out the effective method in teaching reading comprehension.
2. The students suggest to have motivation in learning English.
3. The teachers suggest to use many alternative strategies in teaching reading to improve students reading comprehension.
4. The teachers suggest to know the students difficulties in reading to help them so that they can solve their problem and get out from their difficulties.
5. The English teacher suggests to be creative in developing teaching material and present the learning process enjoyable.



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LIST OF APPENDICES

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