

**THE USE OF SMALL GROUP DISCUSSION IN TEACHING
READING COMPREHENSION
(A Pre Experimental Study at SMP Muhammadiyah Camba)**



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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF MAKASSAR**

2021



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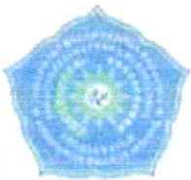
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MOTTO AND DEDICATION

“Don't compare your process with others because not all flowers bloom at the same time”

(.Jangan bandingkan prosesmu dengan orang lain karena tak semua bunga tumbuh mekar bersamaan)



I dedicate this thesis to My parents, Brothers, Friends, and People who I love very much as a form of gratitude as much as possible for encouraging, supporting, and accompanying my every step with sincere prayers.

ABSTRACT

SURIANA NINGSI, 2021. *The Use of Small Group Discussion in Teaching Reading Comprehension a Pra Experimental Study at SMP Muhammadiyah Camba*. Thesis Department of English, Faculty of Teacher Training and Education, University of Muhammadiyah Makassar. Supervised by Bahrun Amin and Muh. Arief Muhsin.

This thesis aims to determine student learning outcomes using small group discussions in teaching reading comprehension for students of SMP Muhammadiyah Camba for the 2021/2022 academic year. This research is an experimental research using small group discussion method. The sample of this study was the eighth grade students of SMP Muhammadiyah Camba, totaling 20 students. Data was collected through tests consisting of pre-test and post-test.

The results of this study indicate that the experiment conducted by the researcher on the students was able to influence by using a test which consisted of twenty multiple choice questions. So the average value of the first and second pre-tests is 49.25 while the first and second post-tests have an average value of 82.75. The results of this study indicate that the experiment conducted by the researcher on eighth grade students using a small group discussion in teaching reading comprehension was able to influence student learning outcomes. It was proved by the value of t-test (8.152) which was greater than the value of t-table (2.093). It indicated that there was significant differences, this is also indicated H1 was accepted and H0 was rejected.

Keyword: Reading Comprehension, Small Group Discussion, Teaching

ABSTRAK

SURIANA NINGSI, 2021. *The Use of Small Group Discussion in Teaching Reading Comprehension a Pra Experimental Study at SMP Muhammadiyah Camba*. Skripsi Jurusan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh Bahrudin Amin dan Muh. Arief Muhsin.

Skripsi ini bertujuan untuk mengetahui hasil belajar siswa dengan menggunakan diskusi kelompok kecil dalam pembelajaran pemahaman membaca siswa SMP Muhammadiyah Camba tahun ajaran 2021/2022.

Penelitian ini merupakan penelitian eksperimen dengan menggunakan metode diskusi kelompok kecil. Sampel penelitian ini adalah siswa kelas VIII SMP Muhammadiyah Camba yang berjumlah 20 siswa. Pengumpulan data dilakukan melalui tes yang terdiri dari pre-test dan post-test.

Hasil penelitian ini menunjukkan bahwa eksperimen yang dilakukan peneliti terhadap siswa mampu mempengaruhi dengan menggunakan tes yang terdiri dari dua puluh soal pilihan ganda. Jadi nilai rata-rata pre-test pertama dan kedua adalah 49.25 sedangkan post-test pertama dan kedua memiliki nilai rata-rata 82.75. Hasil penelitian ini menunjukkan bahwa eksperimen yang dilakukan peneliti pada siswa kelas VIII dengan menggunakan diskusi kelompok kecil dalam pembelajaran pemahaman bacaan mampu mempengaruhi hasil belajar siswa. Hal ini dibuktikan dengan nilai t-test (8.152) lebih besar dari nilai t-tabel (2.093). Hal ini menunjukkan adanya perbedaan yang signifikan, hal ini juga menunjukkan H1 diterima dan H0 ditolak.

Kata Kunci: Pemahaman Membaca, Diskusi Kelompok Kecil, Pengajaran

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The Researcher

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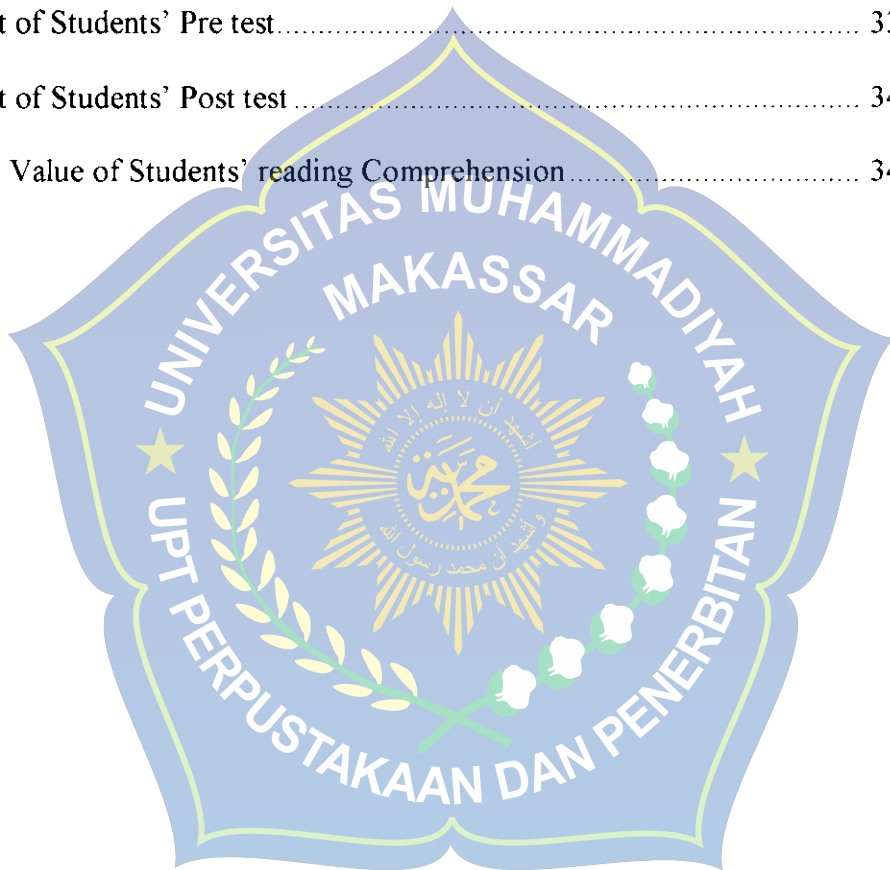
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CHAPTER 1

INTRODUCTION

A. Background

Reading is an activity to get information from the text. Reading is defined as an activity between the reader and the text. When the reader sees the text and is able to interpret the meaning of the written symbol, it is correct reading. In other words, reading is an activity that does not only take words from the text but requires the reader to interpret what happens in the text.

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. At that point, the students' concern in the understanding reading text is influencing by the method of instructing reading. Qarqez and Rashid (2017), 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.

In addition, the main goal of the reader is to understand the content of the reading, so the reader is not just reading, but the reader should know the content of reading contains in the text. Besides, understanding student

reading means that in which they can understand what they read and that students usually use their basic knowledge, vocabulary, and knowledge of grammar, the experience of texts, and strategies to help them understand the text.

Teaching is an activity in which the teacher guides and facilitates learning, provides opportunities for students to learn and regulates the conditions to learn. Teachers can not carry out these activities without guidance. Teachers need it to guide students in acquiring knowledge. In addition, to make students learn, teachers should create innovative ways, such as inappropriate orientation and unusual treatment of learning.

In addition, in the teaching of reading, the teacher must make students more active in the learning objectives. For students to be more active and, if the conditions of the classroom become a reality, teachers are advised to try to apply techniques in learning to teach reading comprehension use small group discussion. This technique can activate more students and create a controlled environment in the classroom according to the learning objectives.

Small group discussion is a learning method focused on students. Small group discussion function to solve a given problem or task. With small group discussions, students are expected to be more active in learning and able to solve problems or assignments better. According to Hasibuan and Moedjiono (2000), small group discussion method also means the double vision process or more interacting individuals globally and face each other

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

According to Brown, (2011) Small group discussion method is a group which consists of six or fewer students who are assigned a task that involves collaboration. According to Sagala (2008), 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.

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

The purpose of small group discussions is problem solving such as vocabulary, basic knowledge, sentences, phrases, and references. One indicator in reading success is capturing the meaning of the reading, then students write the contents with their friends by paying attention to the content and meaning of the reading.

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.

In addition, in this research, the researcher tends to determine if there have been any effects of the small group discussion during reading on the understanding of the reading of students or not. Then, as previously indicated, the instrument used in this study is a folklore which aims to evaluate students' reading comprehension.

Based on the illustration above, the research interest to conduct research by the title: The Use Of Small Group Discussion In Teaching Reading Comprehension.

B. Problem Statement

Based on the above background, the question posed in this study is “what is the effect of students English learning outcome in using small group discussion in teaching reading comprehension ?” .

C. Research Objectives

Based on the formulation of the problem above, the objectives of this study is to find out students learning outcome in using a small group discussion.

D. The Significance of the Research

For Students

The results of this study for students is to experiment in the process of learning English in class by using small group discussions.

For Teachers

This study hopes that teachers can see whether small group discussions have an influence or not to be used in the process of learning English reading comprehension.

For Researchers

This study will be a reference in the development of the service system, especially in the reading comprehension.

E. Scope of the Research

In this study, the researcher focused on testing student learning outcomes by using small group discussions in teaching reading comprehension.



CHAPTER II

REVIEW OF LITERATURE

A. Previous related Research

Endang (2012), studied *"The Use of Small Group Discussion to Improve Students' Reading Comprehension"*. The method of research used are descriptive qualitative and descriptive quantitative. The research findings show that the use of SGD could improve students' reading comprehension. In addition, SGD could be used to improve the class situation. The research also found the strengths and the weaknesses when SGD is used in teaching reading.

Nurhamidah (2018), studied *"The Analysis of Teachers' Strategies in Teaching Reading Comprehension at SMAN 2 Padang Bolak"*. This research is qualitative method. From the results of the study it was found that the teacher activated the students' schemata to be able to understand the text in reading and reading aloud activities. Meanwhile, the problems faced by teachers in teaching are noisy in class, lazy to study, lack of media in learning, and lack of motivation from parents to learn. In this case, it is recommended for teachers to do several things such as motivating students to study harder, giving advice for those who often make mistakes noise or falling asleep while studying or moving seats from one place to another, and giving awards or prizes for students who understand the lesson quickly.

Kurnia (2019), studied *"The Effect of Using Small Group Discussion in Reading Comprehension at Eighth Grade of SMP 2 Jawilan"*. The

researcher used quantitative method. The result of students' achievement from pre-test to post-test showed that there was a significant difference between students' reading skill from the experimental class that received treatment and the control class that did not receive treatment. Students in the experimental class got a better score in reading than students' from the control class. In addition, based on the result of the statistic calculation indicated that the value of t -test = 4.37 and the value of df 60 with significance 5% is 2.00. The result showed that t -test > t table (4.37 > 2.00). It means that t -test was higher than t -table. Since t -test score in the table is higher than t -table score obtain from the result of calculating, so the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected.

Based on several previous studies that have been described above, there is a difference between this study and previous research. This research focuses on experimentation using pre-test and post-test to students. The reading text given to students is in the form of narrative text in the form of multiple choice.

B. Some Pertinent Ideas

1. Small Group Discussion

a. Understanding of Small Group Discussion

The Small Group Discussion are two or more students talking face-to-face, with or without an assigned leader, so that every person influenced by all other people in the group.

The small group discussion is a learning process by holding small group discussions so students have the skills to solve problems related to subject matter and problems encountered in daily life.

The small-group discussion also means the process of two or more individuals interacting globally and facing each other about a particular goal or goal through exchanging information, defending opinions, or solving problems.

According to Sanchez (2009), defines a small group as having at least three or no more than twelve or fifteen members. Using small group discussion techniques makes students more active in the learning process. The students can discuss with each other with their respective groups, so as to improve student achievement and communication. during group discussions, students share ideas and experiences to solve group assignments. Student confidence will grow slowly when students successfully solve group assignments together.

b. The Advantage and Disadvantage to Small Group

Discussion There are also some advantages to small group discussion:

- 1) Small group discussion are most useful in helping learners to think and to improve their knowledge. Small group discussion can help learners by teaching them to cooperative

with others, to look at problems in a non-judgemental way, and to interact with others in active problem posing and problem-solving. It also helps to clarify vague thoughts. Small group discussion are useful if the group members feel comfortable with one another and if they are willing to speak and to defend their viewpoints, which could be difficult.

- 2) Increase student motivation in taking reading classes
- 3) Individuals working in groups can produce more ideas.
- 4) Groups can produce better solutions to problems than one person.
- 5) Participation in the group process increases the group members' commitment to the results.
- 6) Sharing of information
- 7) Individual members can find an outlet for airing their feelings.
- 8) Students become active participants in learning reading. Students produce more ideas, participate more, and take more intellectual risks in a small group or team learning situation.
- 9) The class atmosphere is comfortable, interesting, and more relaxing. In small group discussions each student works together in exchanging opinions and ideas in order to do assignments by understanding the meaning of reading with fellow group friends. This condition makes students interested and happy to take part in learning.

Behaviors of specific group members during the group discussion can be a disadvantage to other members and even to the entire group. Such behaviors include:

- a) Many members talking at the same time
- b) One member talking without giving others a chance to say something
- c) One learner can discuss an issue with the teacher and exclude the other learners
- d) Some learners may not say anything at all
- e) The discussion can become very emotional where strong differences of opinion exist
- f) Learners might provide wrong (untruthful) information to each other.

2. The Teaching Reading Comprehension

When learning to read, the teacher must be able to control class activities so that students can dominate the material. According to Alyousef (2005), contemporary reading task, unlike the traditional materials, involve three-phase procedures: pre-, while-, and post-reading stages. The pre-reading stage helps in activating the relevant schema. In fact, this activity motivates students before the actual reading takes place. The aim of while-reading stage is to develop students' ability in dealing texts by developing their linguistic and schematic knowledge. Finally, post-reading includes activities, to improve learning comprehension

through exercises, close-up exercises, sentence translation, and comprehension questions. As an alternative, teacher using pre-reading and post reading discussion in order to link text information to the reader as background knowledge.

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.

a) The understanding of reading comprehension

Reading comprehension is important, not only to understand the text but for broader learning, success in education, and employment. It is even important for our social lives, due to email sites, text, and social networks. Reading comprehension is a complex task, requiring the orchestration of many different cognitive skills and abilities.

In reading comprehension, of course, the reader relies on at least adequate word reading. The reader can not understand the content of the text if it can not identify the words of the text. Thus a good reading comprehension will depend on a good understanding of the language in general. This requires an understanding of the individual words and phrases required. However, generally understanding requires significant meanings of words and sentences.

According to John Kruidenier (2002) elaborated that comprehension is an active process and the reader must interact and be engaged with the text for it to work well. Readers usually make use of background knowledge, vocabulary, grammatical knowledge, experience with text, and other strategies to help them understand written text. Likewise, reading comprehension is the interaction between the identification of the word, earlier knowledge, comprehension strategies, and engagement. Therefore, with all these skills one can understand the reading well.

Reading comprehension is the basic goal in reading. Knowing the content of the book, knowing the preview of the book, are the general understanding in reading. This also applies when reading a book you like. Reading for pleasure alone rarely aims to find specific information from the reading text. However, most people enjoy reading because they understand and know the contents of the text. Everyone agrees that the understanding of reading comprehension is not a simple question to

recognize individual words or even understand every word that our eyes pass on it. All comprehension models of recognize the need for readers to build a mental representation of the text, a process that requires integration into a range of source information, lexical characteristics to the knowledge of events in the world.

The conclusion from the description above is that reading comprehension is the main goal of the reader to find out the content of the reading by utilizing the vocabulary and grammar used by the reader to understand the meaning contained in the reading. So that it can increase knowledge about world events.

b) The purpose of reading comprehension

According to William (2009), there are some major purposes of reading and how to read it efficiently in his book reading in a second language : moving from theory to practice, there are :

a. Reading to search for information

Reading to search from information is done by some people because they need to certain information or idea in the text. It is usually done by the students who read the text to do the worksheet or exercise.

b. Reading to learn

Reading to learn is reading process where the reader the text because there is essential information or idea which is useful for their future in the text.

c. Reading to integrate information

In reading to integrate information, the reader unites the information from multiple text of different parts of a long text. This purpose of reading is more complex or difficult than reading to learn.

d. Reading to evaluate, critique, and use information

Reading to evaluate, critique, and use information is in order to make a decision about which aspects of the text are most important, most persuasive or most controversial. Reader needs to decide how to relate the certain information with other information inter textually and with their prior knowledge.

e. Reading for general information (reading for interest or reading to entertain)

Reading for general information is the reading process where the reader wants to know many things from the text. This reading purpose is similar with reading for interesting or entertaining, such as reading novel, newspaper, and magazine. It is usually done in relaxing or in pleasure time.

It is important for students to know how to read when they read the written text because students will use an appropriate reading strategy. But sometimes even students know the reading strategy, they are still bored in reading especially in the classroom. Students need another activity in addition to reading.

3. The Application Of Small Group Discussion In Teaching

Reading Comprehension

According to Jennifer, S (2010), there are three steps that can help teacher in teaching reading by using small group discussion in class room activities: pre-teaching, whilst teaching, and post teaching.

a. Pre-Teaching

Pre-teaching is a learning strategy used by teachers to involve teaching students concepts and skills before the actual class takes place. The first step to begin the learning activities is pre-teaching. In pre-teaching 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.

b. While Teaching

Meanwhile, teaching is the core of classroom learning activities. When teaching, the teacher divides students into groups to discuss each other. 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) Whilst 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

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.

C. Conceptual Framework

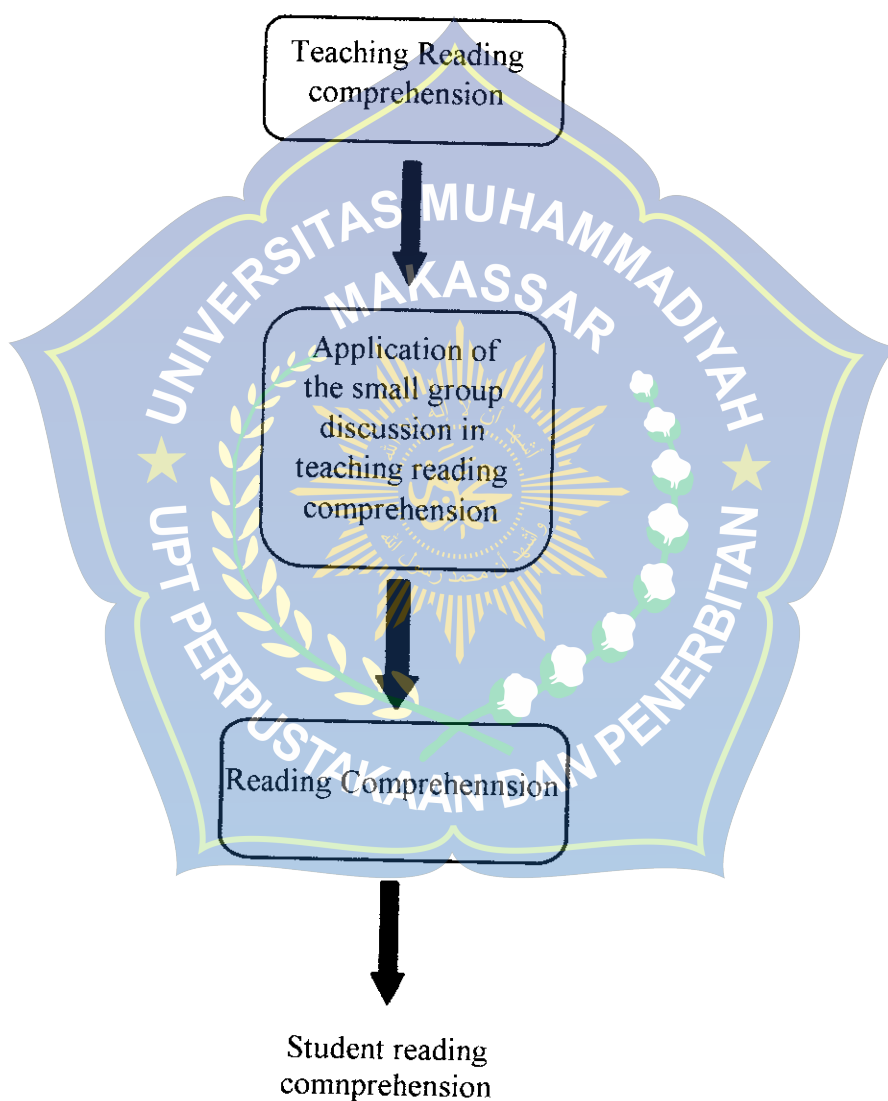


Figure 2.1. Conceptual Framework

This conceptual framework is a representation of this research. Researcher was focus to find out student learning outcomes experiment using a small group discussion in teaching reading comprehension.

In the framework of the researcher's thinking, the researcher provides teaching reading comprehension using the group discussion method. In learning reading comprehension, the researcher used narrative text to be given to students as a pre-test and post-test.

D. Hypothesis

There are two hypothesis in this research. They are H_0 (Null Hypothesis) and H_1 (Alternative Hypothesis). The Hypothesis of this research are:

1. H_1 there is an effect of student learning outcomes by using small group discussions in teaching reading comprehension.
2. H_0 there is no effect on student learning outcomes by using small group discussions in teaching reading comprehension.

CHAPTER III

RESEARCH METHOD

A. Research Design

The method used in this research was an experimental research method with quantitative approach. In experimental research, there were several forms of experimental design that was used, namely: Pre-Experimental Design, True Experimental Design, Factorial Design, and Quasi Experimental Design. In this study, researchers used a design research namely Pre-Experimental design, because Pre-Experimental is a research design that was not categorized as a real experiment. There are still external variable that influenced the formation of variables dependent. So the experimental result were not solely the dependent variable influenced by independent variables. This can happen in the absence of variables control, and the sample was not chosen randomly.

There are several types of pre-experimental designs, namely: One-Shot Case Study, One-Group Pre test-Post test Design, One-Group Pre test-Post test Design, and Intact-Group Comparison. So in this study, researchers used One-Group Pre test-Post test Design in class. For the One-Group Pre test-Post test Design, there is a pre-test before did treatment, the treatment results can was known more accurately, because it can compare with the conditions before being treated. The experimental class treated by using reading text to test students' reading comprehension.

The research design can be represent as follow:

O1	X	O2
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Explanation :

O1 : Pre-test

X : Treatment

O2 : Post-test

(Gay, 2006)

B. Research Variables

In this research, there are two variables, namely the independent variable and dependent variable. Independent variable was the variable which give influence to dependent variable. While the dependent variable was the variable that is influenced by independent variable. So in this research the independent variable was the Small Group Discussion. While the dependent variable Teaching Reading Comprehension.

C. Population and Sample

1. Population

The population in this study was students of class VIII at SMP Muhammadiyah Camba, South Sulawesi, totaling 20 students.

2. Sample

In this study researchers used the total sampling method to determine the sample research. Thus, the sample taken for this study is class VIII, totaling 20 students at SMP Muhammadiyah Camba, South Sulawesi.

D. Instrument of the Research

The research instruments used test (pre-test and post-test) for data collection. The researcher gave two kinds of tests, namely pre-test and post-test. The pre-test given to determine the students' ability in understanding the reading text. Reading text in the form of narrative text, the text of the story gave to students is the story of Cinderella, and Pinocchio. That was given at the first appointment, before treatment is carried out. Moreover, the post-test given after the researcher did the treatment in the classroom. The results of the pre-test and post-test was compared to determined the ability of students before and after apply small group discussion techniques in teaching reading comprehension. It was show whether students understand the reading text or not. There were twenty questions in multiple choice questions.

E. Procedure of Collecting Data

In this study, the researcher collected data using tests, the steps were as follows:

1. Pre- test

To collect data, the researcher conducted a pre-test in the experimental class. The pre-test was given to determine the students' ability in understanding the reading text. It is given at the first appointment, before treatment. The test consisted of 20 multiple choice items in the form of narrative text questions, and students were given 40 minutes to answer all the questions the researcher gave on the question sheet. At first the researcher conducted a self-

introduction and explained the purpose of his research to the students. Then the researcher gave a pre-test.

2. Treatment

After giving the pre-test, at the next meeting the researcher was treated to an experimental class using the small group discussion method in the learning process. The researcher conducted a pre-test twice with the first story question being Cinderella and the second story being Pinocchio, each of which had ten multiple choice questions, so a total of twenty questions.

3. Post-test

After being given treatment, a post-test was given to students with the same questions as the pre-test. This aims to determine whether there is an influence on student learning outcomes by using the small group discussion in teaching reading comprehension. Students are given 40 minutes to answer all the questions provided on the answer sheet. The results of the pre-test and post-test were compared to determine the students' abilities before and after applying the small group discussion technique in learning reading comprehension.

F. Technique of Data Analysis

Data analysis is a process or effort to process data into new information so that the characteristics of the data become easier to understand and useful for problem solving, especially those related to research. Researchers conducted offline learning by dividing into several groups and each group consisted of 3-6 students. Researchers provide questions that have been prepared. The researcher gave a test and there were twenty multiple choice questions to the students. Researchers can also collect data by using tests. To determine student learning outcomes using small group discussions in teaching reading comprehension.

1. The results students answer test are analyzed by using the Following Percentage System :

$$\text{Score} = \frac{\text{Students' correct answer}}{\text{Maximum Score}} \times 100$$

(Sudjana in Juniati, 2013)

2. To find out the mean score, the researcher use the formula :

$$\bar{X} = \frac{\sum X}{N}$$

Which :

\bar{X} = Mean score

$\sum X$ = The sum of all score

N = The total number of sample

(Gay, 2006)

3. Process Category Student learning outcomes on the Characteristics of Activities are classified into:

No	Category	Interpretation Score
1	Excellent	81-100
2	Good	61-80
3	Fair	41-60
4	Poor	21-40
5	Very Poor	<20

(Sudarmono, 2012)

Interpretation scores above are to better understand the level of students' reading comprehension by using small group discussions in class. For example, the interpretation value is in the range of 81-100 meaning that students have a very good category, in the range 61-80 it means that students have a good category, in the range 41-60 means that students have a fair category, in the range 21-40 means that students have a poor category and range <20 means that the student is in the very bad category.

4. Find out the significant test results between pre test and post test by using the formula :

$$t = \frac{\frac{\sum D}{N}}{\frac{S}{\sqrt{N}}}$$

Which :

$\sum D$ = The sum of all score

N = The total number of the students

S = Standar deviation

t = Test of signficance

(Gay, 1981)



CHAPTER IV

FINDING AND DISCUSSION

A. Findings

After conducting research in the eighth grade of SMP Muhammadiyah Camba located in Maros Regency, South Sulawesi. The researcher collected the results of the research described in this chapter.

In this section, the researcher describes the results of data analysis based on the formulation of the problem, namely student learning outcomes using small group discussions in teaching reading comprehension. In this study, the researcher used a test (pre-test and post-test) in the form of multiple-choice story questions to obtain data. The result obtained are as follows:

1. Preparation

At first, when the researcher came to SMP Muhammadiyah Camba, the researcher met the principal and gave him a research permit from the Unismuh Makassar campus. After conveying the intent and purpose of coming to the school, the researcher met with the English teacher Jafar, S.Pd as the English teacher for second grade students. The researcher asked permission to conduct the research. After that, the teacher allowed him to teach for seven meetings, including meetings for pre-test and post-test.

2. Teaching Learning Process

1) First meeting

At the first meeting the researcher introduced himself and approached the students so that students could receive the lesson well. The researcher also explained the aims and objectives of the learning. Then the researcher checked the attendance list by mentioning their names one by one.

After that, the researcher gave a pre-test sheet in the form of Cinderella and Pinocchio reading texts. After the initial test was given, the researcher asked the students to complete it within 40 minutes. to determine the basic abilities of students before the researchers did the treatment. After all students completed the questions given, the researcher asked students to collect the answer sheets that had been answered. Then before closing the class, the teacher informs the students about what the next meeting will do.

2) Second meeting

At the second meeting, the researcher entered and greeted the students. The researcher checked the attendance list at the opening activity and called the names of students one by one. The researcher also explained the learning objectives.

The researcher also gave entertaining and educational questions related to the narrative text. The purpose of this question is so that researchers can see students' English comprehension skills so that

At the fourth meeting, the researcher entered and welcomed the students. The researcher checks the attendance list at the opening