

**SMALL GROUP DISCUSSION TECHNIQUE TO IMPROVE
STUDENTS' READING COMPREHENSION
(A Pre-Experimental Study In One of Islamic High Schools In Garut)**

A PAPER

Submitted to the English Education Program of IPI Garut as a Partial
Fulfillment of the Requirements for the *Sarjana Pendidikan* Degree



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STUDENTS' READING COMPREHENSION
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PERNYATAAN

Dengan ini, saya menyatakan bahwa skripsi yang berjudul “**Small Group Discussion Technique To Improve Students’ Reading Comprehension (A Pre-Experimental Study In One of Islamic High Schools In Garut)**” ini benar-benar karya sendiri. Pengutipan dari sumber-sumber lain telah saya lakukan berdasarkan kaidah-kaidah pengutipan yang sesuai dengan etika keilmuan yang berlaku sehingga isi skripsi serta semua kelengkapannya ini merupakan karya asli. Dalam hal ini, apabila kemudian hari ditemukan hal-hal yang tidak sesuai dengan isi pernyataan ini, maka saya akan bertanggung jawab dan bersedia menerima segala risiko dan sanksi.

Garut, 25 Mei 2024

Yang membuat pernyataan,

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DECLARATION

I hereby declare that this thesis entitled “**Small Group Discussion Technique To Improve Students’ Reading Comprehension (A Pre-Experimental Study In One of Islamic High Schools In Garut)**” is truly my work. I have quoted from other sources based on citation rules that are following applicable scientific ethics so that the contents of this thesis and all its accessories are original work. In this statement, then I will be responsible and willing to accept all risks and sanctions.

Garut, May 25th 2024

The Researcher

Salma Syabila

MOTTO

“Live as if you were to die tomorrow. Learn as if you were to live forever.”

(Mahatma Gandhi)

ABSTRACT

This research was to find out whether the use of small group discussion techniques can improve students' reading comprehension. The research subjects in this study were MAN 1 Garut students, especially class XI-C, totaling 30 students. This research used a pre-experimental design with one group pre-test and post-test. The results of this study showed an average pre-test score was 57.00. After being given treatment twice, the average post-test score was 73.00. These results indicated that there was a significant difference where the post-test score higher than the pre-test score. The results of the t-test analysis showed that tobserved (12.9895) was higher than tcritical (2.0452), so H_a accepted and H_o rejected. It could be concluded that the used of Small Group Discussions was considered effective in improving students' reading comprehension.

Keywords: *Small Group Discussion, Reading Comprehension*

ABSTRAK

Penelitian ini bertujuan untuk mengetahui apakah penggunaan teknik diskusi kelompok kecil mampu meningkatkan pemahaman membaca siswa. Subjek penelitian pada penelitian ini adalah siswa MAN 1 Garut khususnya kelas XI-C yang berjumlah 30 siswa. Penelitian ini menggunakan desain pra-eksperimental dengan one group pre-test and post-test. Hasil penelitian ini menunjukkan rata-rata nilai pre-test sebesar 57,00. Setelah diberikan treatment sebanyak dua kali, nilai rata-rata post-test sebesar 73,00. Hasil ini menunjukkan bahwa terdapat perbedaan yang signifikan dengan nilai post-test lebih besar dari pada nilai pre-test. Hasil analisis t-test yang menunjukkan bahwa thitung (12,9895) lebih besar dari ttable (2,0452), maka H_a diterima dan H_o ditolak. Dapat disimpulkan bahwa penggunaan Diskusi Kelompok Kecil dinilai efektif untuk meningkatkan Pemahaman Membaca Siswa.

Kata Kunci: *Small Group Discussion, Reading Comprehension*

PREFACE

Praise to the Almighty Allah SWT by his blessing and mercy, we are still given a chance to worship him. Peace and blessing be upon the teacher of humankind, our prophet Muhammad SAW, and also to his families, friends, and us as his loyal followers. By the mercy and grace of Allah SWT, the paper entitled **“Small Group Discussion Technique To Improve Students’ Reading Comprehension (A Pre-Experimental Study In One of Islamic High Schools In Garut)”** has been finished.

This paper submitted to the English Education Program of Institut Pendidikan Indonesia (IPI) Garut as one of the requirements for completing a Bachelor’s Degree. The writer recognized that this paper must have revision to be perfect. Many things need to be corrected in the content and linguistic components. As a result, the writer appreciates all feedback and suggestions that encourage further research. The writer believes that this work will provide fantastic educational resources to all reader.

Garut, May 25th 2024

The Researcher

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Finally, the writer hope that this paper will be useful for the reader. However, the writer realized that this paper is far from being perfect. Therefore, any criticism, ideas and suggestion for the improvement of this paper are greatly appreciated.

Garut, May 25th 2024

Salma Syabila

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CHAPTER I

INTRODUCTION

In this chapter, the researcher presents of the background of the study, the reason for choosing the topic, the research question, the research objective, the significance of the study, and the definition of terminologies.

1.1 Background of the Study

Reading plays important role in human life. Stevans, 1977:64 stated reading is regarded as a critical skill for the student since it provides him with access to a large amount of additional language experience, and serves as a window and usual means of continuing his personal education. Karisi et al, 2021 stated reading is the process of extracting meaning from printed or even written materials. Reading can help us improve our knowledge while also providing us with broad information. The aim of reading is not just to read, but also to help readers develop meaning through reading comprehension. Reading comprehension refers to the knowledge, evaluation, and application of information and ideas received through the connection between the reader and writer (Smith and Robinson, 1980: 205). The reader could improve ideas and meaning from the writer through reading comprehension, which he might then apply to his own their objectives.

From the explanation above, it is explain that reading comprehension is crucial for obtaining information. Nowadays, the students' reading habit is low. There are several factors that influence students reading habits. Today's technological advancements have an impact on the reading habit. In their spare time, kids prefer watching television or play video games on a device or computer rather than read a book (Tyas, 2019). Additionally, there are several students' problems in reading comprehension. The first is that most students do

not understand the main idea of the text. They think that the title is the main idea. The second problem is the students have difficulty finding detailed text information. The last is vocabulary, they still lack a lot in knowing vocabulary. In reading, vocabulary influences text comprehension. The more vocabulary they have, the easier them to comprehend the text.

To teach reading, must have a strategy. The teachers should encourage students to participate in reading lessons. Implementing the discussion strategy to teach reading will make the learning process more effective since students will help each other understand the material throughout the conversation. They may assist each other comprehend the text. Sukirah Kustaryo (1998) stated “Reading is a process of making sense of written text through meaningful interpretation in relation to reader’s use of text and experimental/conceptual background for concept of written language, story structure, purpose and content of what is read”. It suggests that reading is essential for understanding something.

Several research have been carried out on the effectiveness of small group discussion in increasing students' reading comprehension. The previous research conducted by Saraswati N.F & Djazari M. (2018) in the research concluded that the Small Group Discussion learning method was able to attract students' attention so that it could increase learning activities in the basic competencies of student adjustment journals. Another study was conducted by Maslina et al., (2020) the research shows that small group discussions could stimulate students to be involved in the active process of constructing knowledge. Thus, in the learning reading comprehension by small group discussions, students can easily understand the text in the class without any feeling worry about making mistakes in front of their friends. The last research was conducted by Ningsih et al., based on the result of the research, using small group discussion method is appropriate and applicable in teaching reading for students. From the previous research that has been explained, there are

differences between this research and previous research. The previous research used questionnaires to collect data on student scores, but this research focuses more on experiments using preliminary tests and post tests on students. Then the research objects in the previous study were junior high school and students college. Meanwhile, this research will focus on second grade high school students.

Based on the background above, the researcher interested in examining whether the use of small group discussion technique can improve students' reading comprehension.

1.2 Reason for Choosing the Topic

There is a reason the researcher chose the topic “Small Group Discussion Technique To Improve Students’ Reading Comprehension (A Pre-Experimental Study In One of Islamic High School In Garut”. Based on some problems that can be identified are the students have difficulty to get meaning of the English text. Therefore, in this research, researcher wants to see whether using small group discussion technique can improve students’ reading comprehension.

1.3 Research Question

Based on the background of the study, the researcher formulate the research question as follow:

Does the use small group discussion technique can improve students' reading comprehension?

1.4 Research Objective

The objective of this research is to find out whether the use of small group discussion technique is able to improve students’ reading comprehension.

1.5 Significance of the Study

In relation to the research questions and the objectives, the finding of the research, hopefully can be beneficial not only in theoretical, but also practical usages. The uses of the research were as follows:

1. Theoretically, the result of this research would be used to give additional contribution in case of education and it may support or verify the previous research or theory.
2. Practically, the result of this research is expected to be useful for the English teaching particularly and also to the English teachers because students would not be able to produce a text when they have not comprehended the text well.

1.6 Definition of Terminologies

a. Reading Comprehension

Reading comprehension is a type of reading that aims to understand reading (Tarigan, 2008). Reading comprehension means studying reading material more carefully so that you can assess the situation, value, function and effect of reading.

b. Small Group Discussion

Small group discussion is a activities that must be present in the teaching and learning process (Usman, 2013).

CHAPTER II

LITERATURE REVIEW

This chapter presents some theories which related to the study. It concludes reading, reading comprehension, small group discussion, and previous study.

2.1 Reading

2.1.1 Definition of Reading

Reading is an interactive process, a process in which the reader engages in an exchange of ideas with an author via the text (Burns and Page 1991:45). According to Tarigan (1998:7) reading is a process which is used by a reader in order to get the purpose of the writer through the written word. Thorndike in Nurhadi (2000:13) argues that reading is process in thinking and reasoning. It means that when a reader reads a text, they use the brain to think and reason out.

Burnes (1991:45) states that reading is to comprehend written discourse. Reader engages in an exchange of ideas with an author via the text in an interactive process. It is the processes which transfer meaning from writer to readers that when we call as message. The transfer process will run well if reader can catch the writer's message. Message itself can form as writer's ideas, opinions, knowledge, facts, feeling. Izmi (2004) states the essence of reading by deliberating their roles of reading in learning.

Basically, reading activities aim to search for and obtain messages or understand meaning through reading. Zainil (2008:10) states that reading is written communication between the reader and the writer of the reading text. *“Reading is a written communication. When you read, as a reader you are communicating with the writer of the reading materials. The reader should comprehend the meanings, what the writer means. You should read the lines,*

between the lines and beyond the lines. Reading the lines is to understand what is written. Reading between the lines is to comprehend what is not written, such as references, contextual meanings. Reading beyond the lines is to interpret the meanings of reading the lines and reading between the lines". From Zainil's quote above, it can be explained that reading is a two-way communication process between readers and writers through reading texts. For communication to take place between readers and writers, readers must be able to capture the messages or information conveyed by the writer in the text they read. In this case, readers should not only understand the written meaning of the words but also the implied meaning.

Based on the purpose of reading, a reader can obtain the important information they want. In this research, several goals of reading activities as stated above are the basis for understanding the content of reading (understanding information), especially for the purpose of obtaining details or facts, getting the main ideas in the reading, and concluding the content of the reading.

2.1.2 Aspects of Reading

Broughton (1980:89-90) argues that in general, reading consists of two important aspects:

1. Mechanical Skills

The type of skill that is mechanical skills which can be classified in a lower order. This aspect includes: letter recognition, introduction to linguistic elements, introduction of the relationship between spelling forms and recognition.

2. Comprehension Skills

Types of comprehension skills which can be grouped in a higher order. This aspect includes understanding others: 1)

mastering simple lexical, 2) grammatical and rhetorical ideas, 3) mastering meaning (author's intent and purpose, cultural relevance, reader reaction), 4) being able to evaluate or judge (content and form), and 5) reading flexibly which can be easily adapted to circumstances (Broughton, 1980: 90).

The aspects of reading above are the basic capital for readers to be able to understand the ideas or notions that the author wants to convey. Without having this ability, it is certain that optimal interaction will not occur between the writer and the reader. It is said that, because the information conveyed by the author cannot be fully understood by the reader.

2.1.3 Types of Reading

According Parel and Jain (2008:117) there are four types of reading, namely, Intensive Reading, Extensive Reading, Silent Reading and Reading Aloud.

1. Intensive Reading

Intensive reading is related to further progress in language learning under the teachers' guidance. Intensive reading will provide a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. It will also provide material for developing greater control of the language in speech and writing. The material selected should parallel and the type of material the advance student would enjoy. Intensive reading is text reading or passage reading. In this reading the learners read the text to get knowledge or analysis. The goal of this reading is to read shorter text. This reading is done to carry out to get specific information. Learners needs book to acquire knowledge is the kind of intensive reading.

2. Extensive Reading

The purpose of extensive reading will be to train the student to read directly and fluently in the target language for enjoyment, without the aid of the teacher. Extensive reading can be made the basis for oral report, to the rest of the class, or full class discussions. It may be the source for written compositions in which students deal with specific issue arising from the material in the book. On occasions, the class may divide into groups to read interrelated materials. Each group may prepare some part of the project on some present a group reports to the rest of the class. This type of class project gives a point and purpose to extensive reading by building reading practice into a matrix of purposeful activity. Extensive reading is the reading for pleasure. The reader wants to know about something. The reader does not care about specific or important information after reading. Usually people read for to keep them update.

3. Reading Aloud

Reading aloud also play important role in teaching of English. Teacher should know that the training of reading aloud must be given at primary level because it is the base of word pronunciation.

4. Silent Reading

Silent reading is a very important skill in teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. Teacher has to make them read silently as and when they are able to read without any difficulties. It is kind of habit in which learner are enable to read without any audible whisper. Teaching reading is very

important skill because this is stage where the knowledge of learners starts to flight.

2.2 Reading Comprehension

2.2.1 Definition of Reading Comprehension

According to Usu & Adi (2021), reading comprehension is a person's capability to be able to process, adsorb the meaning contained in the text. Therefore by improving this capability, one can understand what the writer expect when they read a text. Rahmadani (2017) states that reading comprehension is students must have the skill to understand written texts. Readers must be able to understand theories and strategies in reading texts because in elaborate abilities as an activity needed in the reading process to gain understanding, so students can process message from a reading. However, they also have to process the text to get the idea or meaning contained in a text. Without reading comprehension, students will not understand what they have read to get any ideas or information written in the text.

According to Tarigan (2008) reading comprehension is a type of reading that aims to understand reading. Reading comprehension means studying reading material more carefully so that you can assess the situation, value, function and effect of reading. Meanwhile, Alex and Achmad (2010) stated that reading comprehension is a reading strategy that aims to provide an assessment of papers that involve oneself in a reading and make an appropriate analysis of the reading. William Grabe (2009) in "reading in a second language" reading comprehension is critically dependent on the reader's fluency in identifying printed words, as reflected in the reader's accuracy and speed in identifying words in a passage as well as in his or her ability to read smoothly with appropriates expression. Based on the theories

above, it can be concluded that reading comprehension is when someone reads the text, they not only acquire the information.

Reading comprehension requires an active way of thinking and does not only depend on word recognition but also on previous reading experience or knowledge (Nisa et al., 2018). Furthermore, to be successful in reading comprehension, students must actively process what they read. This processing ability requires students to have fluent reading skills, appropriate background text knowledge, and have a lot of vocabulary. Meanwhile, in reading comprehension students are also expected to understand all the contents of the reading. Students should be able to give a clear explanation of the contents of the meaning when they are asked some question about the ideas contained in it.

2.2.2 Reading Comprehension Levels

Reading comprehension of a reading text consists of several levels. Gillet and Charles (1986: 115) group readers' levels of understanding into three levels with a description of the characteristics and types of reading at each level or level. The three levels include the independent level, the instructional level, and the frustration level.

Table 2. 1 Readability Levels in Reading Comprehension

Level	Characteristics	Typical Reading
Independent Level (easy)	Excellent comprehension Excellent accuracy in word recognition Few word need analysis	All pleasure reading All self-selected reads for information Homework, test, seatwork Learning content and all other assigned

	Rapid, smooth rate, very few errors of any kind	work to be done alone
Instructional Level (comfortable)	Good comprehension Good accuracy in word recognition Fairly rapid rate Some word analysis needed	School textbook and basal reader Guided classroom reading assignment Study guides and other work done with guidance Forms and application
Frustration Level (too hard)	Poor comprehension Slow, stumbling rate Many words analysis necessary	No assigned material Reading for diagnostic purpose Self-selected material where student's interest is very high in spite of difficulty

The three types of readability levels above can be explained that at the free level, students can understand the text independently because all the words in the text can be understood so this level is said to be easy. At the instructional level, students need help to understand concepts because some words need to be analyzed but students are still in a comfortable situation. Meanwhile, at the frustration level, the reading material is very difficult and

most of the words are unknown to students, so this level is very difficult (too hard).

2.2.3 Basic Comprehension Processes

In a cognitive perspective, Irwin (1985:3) explains that to be able to understand a reading text comprehensively and in accordance with the author's intentions, at least the reader must carry out five stages of the comprehension process, namely: (1) microprocesses stage, (2) integrative processes stage, (3) macroprocesses stage, (4) elaborative processes stage, and (5) metacognitive processes stage.

The first process stage, microprocesses, is divided into two stages, namely the chunking process stage and the microselecting process stage. At the chunking process stage is the reader's ability to understand the meaning of both words per word and groups of words in the form of phrases. Meanwhile, the microselecting process is the reader's ability to extract the meaning or idea in each sentence separately from other sentences. The integrative process (integrative processing) is an advanced stage of the microprocesses stage, namely the stage of combining all the ideas obtained from the previous process which are still separate, so that in one paragraph it can be understood that there is only one main idea. The next stage of macroprocessing is the process of synthesizing all paragraphs in a reading text so that a summary or theme of the reading text is obtained. Next, the elaborative processing stage is a process during which reading occurs where the reader connects his schema with the reading text he is reading, so that the reader often makes conclusions or interpretations outside the meaning of the text intended by the writer. The metaconitive processes stage is a combination of all previous process stages such as connecting all ideas, comparing and contrasting, determining cause and effect, summarizing,

hypothesizing and predicting what will happen, until finally concluding (Irwin, 1985: 3-5).

Based on the explanation above, it can be concluded that reading comprehension is a cognitive process that involves thought or reasoning activities including memory. This means that by activating this reasoning the reader tries to obtain and understand the information communicated by the author through his writing. To be able to understand a reading text comprehensively and thoroughly, a comprehension process is required which includes five stages, namely: microprocesses stage, integrative processes stage, macroprocesses stage, elaborative processes stage, and metacognitive processes stage. The reader's schemata play a very important role if the reader is able to connect the schemata they have with the content of the text they are reading, so that it is easier for the reader and does not take a long time to find the message the writer wants to convey in the text they read.

2.2.4 Aspect of Reading Comprehension

Questions in reading comprehension used in this study this refers to the formula developed by Sharpe (2000:316) in Baron's TOEFL. Sharpe (2000) identified five types of questions that are commonly used in a reading test.

1. Finding Main Idea

The main idea is the essence of a discourse. This definition of main idea is also in accordance with the writings of Rizal (2017:16) describe "Main ideas help readers remember important information. The main idea of a paragraph tells the topic of the paragraph. The topic tells what all or most of the sentences are about. The main idea of a paragraph is what that paragraph is about. The rest of the sentences are

details that support the main idea”. From the explanation above, it can be understood that the main idea of a paragraph explains the topic. In other words, the main idea explains the main idea discussed in a paragraph. In general, the main idea in a paragraph is located at the beginning of the paragraph, while the second, third and subsequent sentences are supporting sentences which explain the main idea located at the beginning of the first sentence. Example :

The Arabic language has three terms for education, representing the various dimensions of the educational process as perceived by Islam. The most widely used word for education in a formal sense is ta'lim, from the root 'alima (to know, to be aware, to perceive, to learn), which is used to denote knowledge being sought or imparted through instruction and teaching. Tarbiyah, from the root raba (to increase, to grow, to rear), implies a state of spiritual and ethical nurturing in accordance with the will of God. Ta'dib, from the root aduba (to be cultured, refined, well-mannered), suggests a person's development of sound social behavior. What is meant by sound requires a deeper understanding of the Islamic conception of the human being.

Questions :

1. What is the topic of this passage?
 - a. Sunni in Islam
 - b. Three terms of education
 - c. Islamic schools in Sunni Islam
 - d. The Prophet Muhammad (may peace be upon him)
2. The main idea of this paragraph is
 - a. Sunni in Islam
 - b. Islamic Schools
 - c. Islamic schools in Sunni Islam
 - d. The death of Prophet Muhammad (may peace be upon him)

2. Identifying Supporting Details

Supporting details or often also called supporting sentences are sentences that are strung together with the aim of clarifying the topic sentence. This sentence will contain supporting examples or more complete explanations to support the topic sentence statement written at the beginning of the paragraph. In general, there are several signs that indicate supporting details in a paragraph. In English paragraphs these signs are indicated by several words such as the word one (sequence of stages), to begin with (choice), also (additional information), and the word further (further information).

In more detail, the signs indicating supporting details can be seen in the table below :

one	to begin with	also	further
First (al all)	for one thing	in addition	Furthermore
Second (ly)	other	next	last (of all)
Third (ly)	another	moreover	final (ly)

3. Identifying Reference

Reference is a reference to something that has been mentioned previously. This interpreting reference has two characteristics, namely anaporic and cataporic. It is said to be anaporic when the referent or referent comes before the word being replaced. On the other hand, if the reference comes after the word being replaced, it is called cataphoric. Between these two types, anaporics are commonly found in various questions relating to identifying reference. Below is an example of applying this technique. Example :

***Muhammad* was born in Makkah in 570 AD. *He* was orphaned as a young child and brought up first by his grandfather and later by his uncle.**

In the example above, the word 'He' refers to the word 'Muhammad' which is located in the initial sentence.

4. Understanding Vocabulary

The discussion in the understanding vocabulary section is intended for readers to gain an understanding of vocabulary. Understanding the words written makes us all better understand the meaning of the text as a whole. However, the problem is that when we don't find a dictionary, and then have to understand a vocabulary, then it is a difficult situation. Example :

His father died when he was young, having entrusted one of his Sufi friends with the education of his two sons.

Which of the following words that has the closest meaning with the underlined word?

- a. Relied
- b. Believe**
- c. Lie
- d. Looked

5. Making Inference

Making Inference is intended as the reader's ability to understand the text by making inferences based on information obtained from the text read. Example:

I have quite an exciting job that allows me to work with lots of exotic animals. I work hard from the early morning to the end of the day

because a lot of critters depend on me. I am in charge of feeding animals, cleaning habitats, and making sure all the animals are happy and healthy.

Questions :

1. What is this person's occupation?
2. How do you know?

Answer :

This person is a zoo keeper. This person works with exotic animals that depend on him. He is in charge of feeding animals, cleaning habitats, and taking care many animals.

2.3 Small Group Discussion

2.3.1 Definition of Small Group Discussion

A factor to support the achievement of learning objectives is the application of the learning model used. A learning model is defined as a systematic procedure for organizing learning experiences to achieve learning goals (Rosalina, 2013). One learning model that can apply students to play an active role, not only as listeners but also to find the answer to a problem in learning themselves through the process of thinking, searching, processing, parsing, combining, concluding and solving the problem itself is the small group discussion learning model. Using the small group discussion could give the chance for the student to hear other students' opinion or the thinking about their reading process and text's responses (Serravallo, 2010).

According to Hasibuan and Moedjiono (2000) Small Group Discussion is the view of two or more individuals in solving a problem, whereas according to Djamarah the Small Group Discussion method is a learning process that involves a group of individuals interacting with the aim

of exchanging information, solving a problem and making decisions cooperatively.

According to Ismail (2008), the small group discussion learning model aims to increase student cooperation, student thinking skills, student activity, democracy in the classroom, create social sensitivity, healthy competition between teams and can increase student interest in learning to become the best group and encourage students to achieve the best possible learning achievement.

Small group discussion is one of the learning methods that provide opportunities for students to learn actively with the small member in each group to achieve the goals set (Kenz and Greg, 2000:208). Moreover, according to Brown (1988:178) small group provide an opportunity for each student to support each other, give and receive opinions, listen and speak up at the conversation, this method also makes students more confident in deliver the opinions. In addition, small group discussion method students are stimulated to explore and speak up for the ideas, increase understanding of new things, techniques to solve problems, encourage the development of thinking and communicating effectively, improve group cooperation, and enhance and involve students in making decisions.

From the definition above, it can be concluded that the Small Group Discussion method is a learning method that is carried out by dividing students into small groups consisting of 3-5 students to solve problems related to learning material and problems that exist in everyday life.

2.3.2 The Types of Small Group Discussion

According to Ernest W. Brewer, small group discussion has three types, as follows:

1. Cooperative Learning Groups

In cooperative learning, a small group of participants work together to achieve a common goal. Cooperative learning operates on the premise that participants achieve more when they work together. The goals of cooperative learning are positive interdependence, face to face interaction among participants, individual accountability within the group, and interpersonal and small group skills.

2. Problem-Solving Groups

These groups exist in order to cooperate, discover, inquire, and think critically. For example, several participants might work together to solve mathematical problems through exploration. The purpose of the problem-solving groups is to approach real-life problems with an appropriate strategy. The participants find many approaches to the problem and test them for the best possible solution.

3. Group Investigation

The presenter breaks participants up into small groups based on particular interest. Each group has a certain category, and they gather information and analyze it for meaning. The participants then prepare and deliver a presentation to the class about what they discovered. The process teaches participants to work together, listen to one another, and support each other's work and opinions. This is a group-skill-building teaching method that strengthens peer interaction.

2.3.3 The Purpose of Small Group Discussion

There has been a lot of research that shows the great benefits that students can get if they are willing to interact with other people, but there are still few that examine how different interactions affect student learning. Deutsch's study (1949) proved that when a group works together, they will

achieve their goals more productively by encouraging students to actively ask questions and express opinions so that students can add new knowledge. The group discussion method can also encourage students to communicate with each other more effectively in solving problems related to learning material, and have a more intense sense of togetherness than those who choose to compete or compete with each other.

Webb, et al. (1985) stated that students who provide assistance or explain to each other in cooperative groups does not necessarily have a significant effect on their learning achievement. However, in his more recent research on the relationship between receiving an explanation (problem-solving), Webb found that students can benefit from the explanation they receive only when the explanation can encourage them to construct a more concrete understanding of the problem at hand.

2.3.4 The Step of Small Group Discussion

To coordinate every effort to achieve group goals, students must: 1) understand and trust each other, 2) communicate clearly and unambiguously, 3) accept and support each other, and 4) reconcile any debates that may arise. conflict (Johnson & F. Johnson, 1991). The number of members in each group is needed to avoid work imbalance between members. Lou, et al (1996) stated that group size is one of the factors that can increase student achievement. If the group is too large, it is possible that some members work too much, while other members do not work at all. Groups consisting of three or five members are better than groups that exceed that number because this can mean that the members in them will not work optimally.

According to (Ismail, 2008) the steps for the small group discussion method include:

1. The teacher divides students into several small groups containing a maximum of 5 students
2. The teacher gives case study questions related to material and problems that exist in everyday life
3. The teacher instructs each group to discuss the problem
4. Group representatives present the results of their discussions
5. The teacher instructs other groups to ask or respond (question and answer session)
6. The teacher concludes and provides reinforcement of the material.

One of the most important aspects in group processing is a kind of reward and feedback for each group and all students. With this award, they will feel appreciated and respected for their efforts so far. From here it is hoped that their commitment to continue learning, enthusiasm for working in groups, and their sense of togetherness for working together can improve continuously.

2.3.5 The Advantages and Disadvantages of Small Group Discussion Technique

1. The Advantages of Small Group Discussion (Supriyanto,2017)
 - (1) Increase student participation or activeness during learning.
 - (2) Students are more free to express their opinions.
 - (3) Teach students to be able to respect other people's opinions even if they differ from their opinions.
 - (4) Collaboration carried out by students can increase their sense of responsibility.

(5) Expanding students' knowledge by exchanging ideas in solving given problems.

2. The Disadvantages of Small Group Discussion (Hermaniah,2017)

(1) Discussions usually take up a lot of time.

(2) Hang the group so that it is not involved in solving the problems given by the teacher.

2.4 The Previous Related Research Findings

There were some previous studies about this research, the researcher found some similarities and differences with my research, which discusses about small group discussion to improve reading comprehension.

The first study was conducted by Saraswati N.F & Djazari M. (2018) with the title "Implementation Of Small Group Discussion Learning Method To Increase Learning Activity On Main Competence Of Adjusting Entries Student Grade". This research was to determine the increase in student learning activities through the implementation of the Small Group Discussion Learning Method. The results of the research showed that the implementation of the Small Group Discussion Learning Method can increase learning activities in the Basic Competency of Adjustment Journal for Class X Accounting Students at the Muhammadiyah Kretek Vocational School for the 2017/2018 Academic Year. The increase could be seen from the observation percentage score of Learning Activities in the Basic Competencies of the Adjustment Journal in cycle I, namely 58.80% to 85.22% in cycle II. The similarity of this research is the focus on the implementation small group discussion in learning method. The differences between this research and previous study research above is subject of the research and instrument of the research.

The second study was conducted by Maslina et al., (2020) entitled “The Use Of Small Group Discussion In Teaching Reading Comprehension” (A Descriptive Study At The Second-Semester Students’ Of English Department Of Stkip Bina Bangsa Getsempena Banda Aceh). The purpose of this research is to find out how the small group discussion method is used in teaching reading comprehension and to find out how students respond in teaching and learning reading comprehension. The subjects of this research were group A second semester English students at STKIP Bina Bangsa Getsempena Banda Aceh. This research uses descriptive methods to describe the use of small group discussions in teaching reading comprehension. This research data was obtained using observation sheets and questionnaires for students. As a result of this study, researchers found that using small group discussion techniques can improve reading comprehension. Students had positive responses to small groups as a way to improve students' ability in reading comprehension. It can be seen that there is a positive response from students towards small group discussions. This means that using small group discussion techniques can help students to improve reading comprehension, especially in group A second semester of the English Language Study Program at STKIP Bina Bangsa Getsempena Banda Aceh. The similarity of this research is the focus on using small group in reading comprehension. The differences between this research and previous study above that subject of the research, methodology of the research, and instrument of the research.

The third study was conducted by Ningsih et al., entitled “The Effect of Using Small Group Discussion in Reading Comprehension at Eighth Grade of SMPN 2 Jawilan”. The objective of this research was to find out the effect of using small group discussion in reading comprehension at the eighth grade of SMPN 2 Jawilan. The researcher used quantitative research with quasi experimental non-equivalent group design for conducting the

research. The population of this research was the eighth grade students of SMPN 2 Jawilan. The sample of this research was chosen based on the nonequivalent group design technique. The groups were put into an experimental group and a control group, each group consists of 31 students. Pre-test was given to the groups at the beginning of the phase. Then treatment was given twice only to the experimental group. To find the effect, post-test was given to the groups. The researcher used content validity, coefficient correlation and reliability test in order to make the instrument was valid and reliable. In testing the hypothesis, the researcher used a t-test as a formula to know the effect of this reasearch. The calculation shows the result of tcount is higher than ttable ($4.37 > 2.00$) with the significance 0.05 (5%). It can be concluded that there is an effect of using small group discussion in reading comprehension at the eighth grade of SMPN 2 Jawilan. It is suggested that small group discussion as a method can be used by an English teacher. The similarities between this resesarch and previous study above that is the focus on using small group in reading comprehension. The differences between this research and previous study above is the subject of the research.

From previous studies presented above, the researcher concludes that small group was and is still one of the best technique to facilitate students in reading comprehension. The differences between the previous studies and this research were subject of the research, methodology of the research, and instrument of the research. Then, the similarity in this research and previous studies above used small group in teaching reading.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher explains the methodology and procedure used for research implementation to address the research questions. Specifically, this paper comprises elephant main sections; research methodology, research design, population and sample, research instrument, research variables, data collection techniques, data analysis, and research procedures.

3.1 Research Method

In this research, the researcher used quantitative research because it aimed to investigate the significant improvement of students's reading comprehension through the use of small group discussion technique. According to Creswell (2014), quantitative research is an approach for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures. Based on the description above, the quantitative approach used in this research can be in accordance with this research methodology.

3.2 Research Design

The type of this research was experimental research. According to Creswell (2008), experiment is test an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable. This research used two variables. They were independent variable (X) and dependent variable (Y). Independent variable is the variable that influences or which is the cause of the change or emergence of the variable dependent (Sugiyono, 2016:68). Dependent variable is a variable that influenced or

resulting from, due to the existence of an independent variable (Sugiyono, 2016:68). Variable X used in this research was the effect of Small Group Discussion Technique and variable (Y) was the students' reading comprehension.

The design of this research was a pre-experimental design, which used the one group of pretest-posttest design. The characteristics of pre-experimental design are this design may have pre- and posttest, without a control group (Nunan,1992). According to Gay and Airasian, the one group pretest and posttest design takes a group that is pretested, exposed to treatment, and post tested.

According to Sugiyono (2005), the type of pre-experimental design of this research is comparing the result after and before giving treatment. The researcher only compared score of pretest and posttest, where the first before using small group discussion technique and the second after using small group discussion technique. According to Donald T. Campbell and Julian C. Stanley (1963), the types of this research can be designed as follows:

Table 3. 1 Research Type

Pre-test	Treatment	Post test
O ₁	X	O ₂

Where:

O₁ = Pre - test

X = Treatment

O₂ = Post – test

3.3 Population and Sample

This research was carried out at high school in Garut. The population in this study were high school students. The sample taken is one class of second grade students. Arikunto (2006), states that amount of the subject is less than 100, it is better to take all the population and if the amount of the subject is more than 100 respondents, we take 25% or more than it.

According to Arikunto (2010:186) population is entire group of entities or persons to whom the results of a study are intended to apply. The Population of this research was class XI students studying at Madrasah Aliyah Negeri 1 Garut academic year 2023-2024.

According to Arikunto (2010:53) sample is part of population. In this case the sample of this study was students XI-C class with the number of student were 30 students. This is based on Arikunto (2003), He said that if the subject is less than 100, it is suggested to take whole population. If the subject more large, it can be taken between 20-25%. The researcher take the sample by using pruposive sampling. Puropsive sampling is takes the sample through certainly consideration.

3.4 Research Instrument

The researcher had to use instrument in order to get the better data. The instrument of the research was a tool or facility used by the researcher for collecting data in order to get better result or in other words, it could be occur complete and systematic. The instrument used by the researcher is test. The instrument of the test in this research is objective test.

According to Ary et al (2010; 201) stated that a test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned. Arikunto (2010:193) explain that a test is a set of question or exercise or by any means which is used to measure the

skill and the knowledge, intelligence, ability or talent proposed by individual or a group of people.

The researchers gave two tests to the students. The first test was a pretest which was given to students before giving treatment by giving a question about reading comprehension. This aimed to determine students' mastery of reading comprehension before being given treatment using small group discussions. The second test was given to students after providing treatment using group discussion. This aimed to determine students' achievement of completeness after being taught using group discussions.

The test questions on the pretest are different from the posttest questions. The researchers give a test containing 10 questions which were multiple choice. This is done to find out the final score and determine the difference in student competence before and after receiving treatment. Thus, in measuring students' achievement of understanding are considered to adequately represent the topic in class.

3.5 Technique of Data Collection

According to Brown (2004:3) test is a method of measuring ability of person, knowledge, or performance in a given domain. In this research, the researcher measuring the student's ability by giving expository text as the test. The researcher gave two kinds of test, those are pre-test and post-test. The pre-test was given to recognize to students ability in comprehending the reading text. It was given in the first meeting, before the treatment conducted. Besides, post-test was given after the researcher conducted the treatment in the classroom. The result of pre-test and post-test would be compared to know the students' ability before and after applying the small group discussion technique in learning reading. It would show whether the

student's comprehension of reading text or not. The procedures of collecting data are as follows:

3.5.1 Pre-test

The pre-test was given before treatment intended to obtain students' in reading comprehension. Items use for pre-test consist of 10 items. The test was about reading comprehension which was appropriate with indicators of reading comprehension.

3.5.2 Treatment

The treatment was using small group discussion technique to increase students' in reading comprehension. The time to apply this strategy was carried out in two meetings. Arikunto (2013: 124) in this design, researcher only carry out treatment once which is thought to have an effect, then a post-test is held.

The group discussion session will be divided into three parts:

1. Pre-discussion activities:

Pre-reading activities were employed to give information about the techniques, procedures, and steps of discussions and the reading text to discuss in groups. In this activity, the teacher gives an example of reading text to discussion in groups and some questions. The duration of this activity is 5 minutes.

2. Whilst discussion activities:

In whilst reading activities, the students read and do the small group discussion about the reading text, answering the questions that was given by the teacher, report their own discussion on the piece of paper that was provided by the teacher. The time of group discussion was 20 minutes.

3. Post discussion activities:

The post discussion activities the teacher collects the works of group discussion, the teacher comments the group discussions and giving the reward (score) to catch group and members of group who participate in discussions, the teacher may give some corrections if any, and the teacher may give several oral questions to members of group randomly.

3.5.3 Post-test

The post-test was given after the treatment has been carried out. Post-test results are used to determine whether the use of small group discussion techniques helps students improve in reading comprehension or not. The pre-test and post-test activities are the same, namely 10 multiple choice questions are given, only different in the reading text.

3.6 Technique of Data Analysis

After gathering data, the next step was to analyze the data, which compared test results from pre test and post test in order to determine whether or not the experiment research had a positive impact on students' reading comprehension mastery in the second grade at Madrasah Aliyah Negeri 1 Garut.

To find out the students' individual score, the researcher use a formula as follows:

$$\text{Students score} = \frac{\text{correct answer}}{\text{total number of question}} \times 100$$

Then, to interpret the score, the researcher use the criteria of measuring the test score to find the effect of using small group discussion

technique in improving students' reading comprehension, the criteria can be seen as follows:

Table 3. 2 The Criteria Students' Score in Reading Comprehension

The score of comprehension	Categories
80-100	Very good
66-79	Good
56-65	Fair
40-55	Less
30-39	Fail

Adapted from: Arikunto,(2009)

3.6.1 Normal Distribution

In dealing with the data obtained from the conducted research, the initial step involves testing the normality of the pretest and posttest data. This normality test is essential to determine the type of statistical analysis that will be applied to test the hypothesis. Typically, this test is used for datasets with 30 samples. The steps for analyzing experimental data using The Liliefors test to determine whether the data was normal.

The steps of Liliefors test as follows (Sundayana, 2020):

1. Calculate the mean and standard deviation.
2. Organize the data in ascending order in a table.
3. Convert the x values to z using the formula:

$$Z = \frac{x - \bar{x}}{s}$$

4. Determine the z area using the z table.

5. Calculate the proportion of data that is less than or equal to the given value.
6. Calculate the difference between the z area and the proportion value.
7. Identify the maximum area (L_{\max}) from the step f.
8. Find the Liliefors table area (L_{critical}); $L_{\text{critical}} = L_{\alpha}(n-1)$
9. Normality criteria: if $L_{\max} \leq L_{\text{critical}}$, the distribution is normal.

3.6.2 Hypothesis

After the normality test is carried out and the data is normally distributed, the parametric test is suitable for testing this hypothesis. As a result, the hypothesis was tested using paired sample t-test with a 5% significance level. According to Widiyanto (2013), paired sample t-test is a testing method used to assess the effectiveness of treatment, characterized by differences in the average before and the average after treatment is given. According to (Sundayana,2020), the steps for using the t-test are as follows:

1. Formulate the null hypothesis and alternative hypothesis;
2. Look for differences in scores for each subject (d_i);
3. Testing the normality of the distribution of difference data (d_i);
4. Calculating the average value and standard deviation (d_i);
5. Determine the T_{observed} value with the formula:

$$T_{\text{observed}} = \frac{\bar{x}_{di} \sqrt{n}}{s_{di}}$$

6. Determine the value $T_{\text{critical}} = T_{\alpha} (df = n-1)$
7. Hypothesis testing criteria: If $-t_{\text{critical}} < t_{\text{observed}} < t_{\text{critical}}$, the H_0 is accepted.

3.7 Research Procedure

The procedures used in data collection are:

1. Obtain a permit letter from IPI institution and the relevant school.
2. Choose one class (XI-C) as the research subject.
3. Make a schedule and learning plan for giving tests based on the curriculum.
4. Give a pre-test to students before being given treatment.
5. Provide treatment using small group discussion techniques.
6. Distribute multiple choice tests consisting of 10 questions.
7. Provide an explanation regarding filling in the questions.
8. Give post-test questions to students.
9. Analyze data obtained from the pretest and posttest of students' learning process using appropriate statistical test.
10. Draw conclusions from the result of data processing as an answer to the research problem.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter will describe how to perform data analysis. This compares the pre-test and post-test score of students, as well as the mean and standard deviation of their pre-test scores, and can be matched with the test sample from the pre-test and post-test.

4.1 Research Findings

This section explains the data collection conducted by both the researchers and research subjects during the research implementation. There are two types of data involved in this research activity, namely pre-test and post-test. These two types of data serve as references to assess the extent to which small group discussion learning enhances students' reading comprehension skills. The research subjects for this study were students of class XI-C at Madrasah Aliyah Negeri 1 Garut, the sample size was 30 students.

This research follows a series of activities. On April 25, 2024 was to submit an application letter for research permit to high school students Garut, which is an essential part of the preparation process. Before the research was carried out, the researcher prepared a lesson plan that would be used in this research. The first thing to do is a pre-test which is carried out on April 29, 2024. In the pre-test, the researcher gave questions about reading comprehension which consisted of 10 multiple choice questions. After getting the pre-test scores, the researchers held small group discussions as treatment in this research. This treatment was carried out twice, first treatment on May 2, 2024 and second on May 6, 2024. Finally, after carrying out the treatment, at the last meeting the researcher conducted a post-test on

May 13, 2024. The same as the pre-test, the post-test questions consisted of reading comprehension questions with 10 multiple choice questions.

4.1.1 Pre-Test Data Result

Before implementing the treatment using the small group discussion technique, the researcher first collected pretest data. This was intended to assess the extent to which reading comprehension using small group discussion technique. The result of the pretest data can be found in the following table 4.1.

Table 4. 1 Result of Pre-test

No	Students' Name	Pre-test	Explanation
1	Student 1	60	Fair
2	Student 2	60	Fair
3	Student 3	50	Less
4	Student 4	70	Good
5	Student 5	60	Fair
6	Student 6	50	Less
7	Student 7	60	Fair
8	Student 8	60	Fair
9	Student 9	50	Less
10	Student 10	50	Less
11	Student 11	70	Good
12	Student 12	60	Fair
13	Student 13	70	Good
14	Student 14	40	Less
15	Student 15	60	Fair
16	Student 16	50	Less
17	Student 17	70	Good
18	Student 18	60	Fair

19	Student 19	60	Fair
20	Student 20	40	Less
21	Student 21	50	Less
22	Student 22	60	Fair
23	Student 23	40	Less
24	Student 24	50	Less
25	Student 25	60	Fair
26	Student 26	70	Good
27	Student 27	60	Fair
28	Student 28	60	Fair
29	Student 29	60	Fair
30	Student 30	50	Less
Mean		57.00	

Based on the table above, it could be seen that, in the pretest, 11 students were categorized as 'Less', 14 students were categorized as 'Fair', and 5 students were categorized as 'Good' out of the total of 30 students with the mean was 57.00.

The table above displays the class average for pretest students' reading comprehension. To enhance clarity, it would be presented in bar chart below:

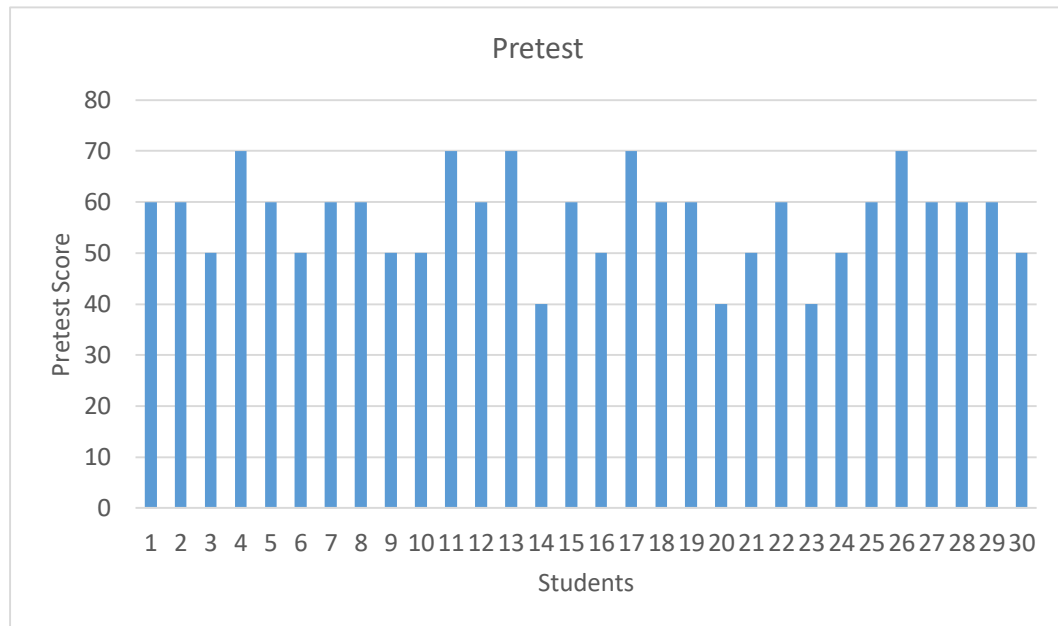


Figure 4. 1 Data Graph of Pretest Result for Students' Reading Comprehension

This bar chart illustrated the results of a pretest on students' reading comprehension for 30 students, categorized by their levels of understanding. The x-axis was labeled "students" (students' name), which may refer to the subjects or topic being tested, while the y-axis was labeled "Pretest Score" (test scores taken before any treatment). The data on the chart was represented by a blue bar, with data points representing each students. The pretest were subsequently grouped based on their level of comprehension. This categorized included 11 students in the 'Less' category, indicating very limited comprehension, 14 students in the 'Fair' category, suggesting adequate comprehension, and 5 students in the 'Good' category, displaying a high level of understanding. This chart provides a clear overview of the distribution of students' reading comprehension before further learning. It showed that a majority of students have understanding that requires improvement.

4.1.2 Treatment

After the students are given a pretest. To see the difference before being given a posttest, the next step is to give treatment. The treatment given in this research was a small group discussion. The treatment was carried out twice.

In the first meeting, the researcher created groups based on students' pretest results. The group was formed into six groups, each group contained five students. Then the researcher gave a multiple choice question sheet containing 10 questions. The students discussed to work on the questions given within 20 minutes. The researcher noticed that the students became more active. The students can contributed each other to their group. After the students completed their assignments, the researcher asked the students to collect their worksheets.

Name of groups	Results
Group 1	80
Group 2	100
Group 3	60
Group 4	90
Group 5	80
Group 6	70

Based on the table above, there are still several groups whose scored are lower. This concluded that treatment is not enough to be done in one time. So the researcher decided to carried out the treatment again.

In the second meeting, the researcher re-formed a new group. Same as before, the group was divided into six groups consisting of five students with multiple choice questions consist of 10 question. Each group was given 20 minutes to discuss the questions given. After the students completed their assignments, the researcher asked the students to collect their worksheets.

Name of groups	Results
Group 1	80
Group 2	100
Group 3	80
Group 4	90
Group 5	100
Group 6	90

After the treatment was carried out again, it could be seen in the table above that the results showed an improvement. Furthermore, the researcher decided to carried out the treatment twice. In the final meeting, then the researcher will give a posttest.

4.1.3 Post-Test Data Result

After implementing the Small Group Discussion Technique in learning process related to reading comprehension for class XI-C at Madrasah Aliyah Negeri 1 Garut, researcher administrated a posttest to the students. The posttest result can be observed in the following table 4.2.

Table 4. 2 Result of Post-test

No	Students' Name	Post-test	Explanation
1	Student 1	80	Very Good
2	Student 2	70	Good
3	Student 3	70	Good
4	Student 4	80	Very Good
5	Student 5	70	Good
6	Student 6	70	Good
7	Student 7	80	Very Good
8	Student 8	70	Good
9	Student 9	70	Good
10	Student 10	70	Good
11	Student 11	80	Very Good
12	Student 12	80	Very Good
13	Student 13	80	Very Good
14	Student 14	50	Less
15	Student 15	80	Very Good
16	Student 16	80	Very Good
17	Student 17	80	Very Good
18	Student 18	80	Very Good

19	Student 19	80	Very Good
20	Student 20	50	Less
21	Student 21	80	Very Good
22	Student 22	70	Good
23	Student 23	60	Fair
24	Student 24	60	Fair
25	Student 25	60	Fair
26	Student 26	80	Very Good
27	Student 27	80	Very Good
28	Student 28	80	Very Good
29	Student 29	80	Very Good
30	Student 30	70	Good
Mean		73.00	

Based on the table above, it could be seen that the students' performance in the posttest 2 students were categorized as 'Less', 3 students were categorized as 'Fair', 9 students were categorized as 'Good', and 16 students were categorized as 'Very Good' out of the total of 30 students with the mean was 73.00. To enhance clarity, it would be presented in bar chart below:

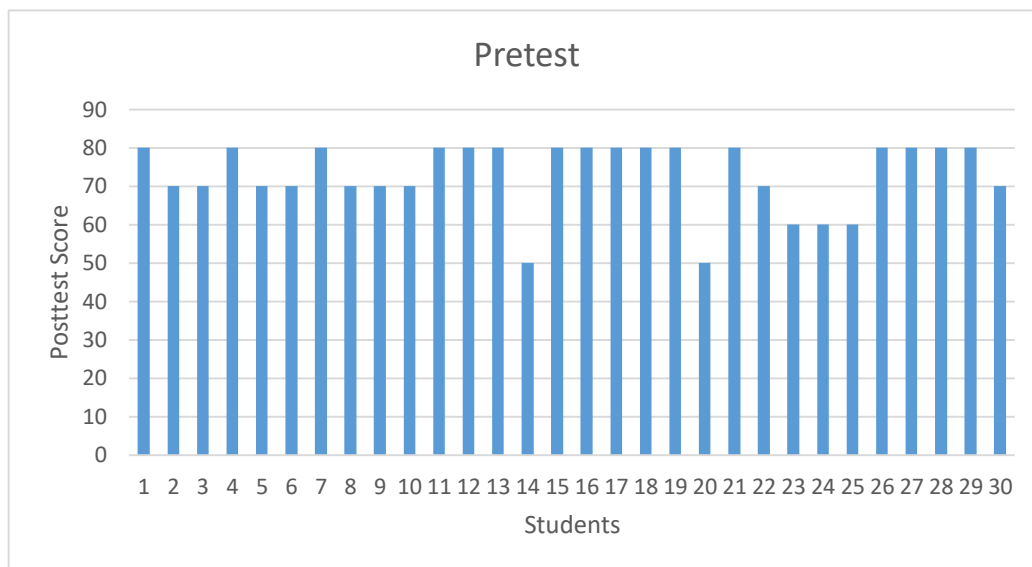


Figure 4. 2 Data Graph of Posttest Result for Students' Reading Comprehension

This bar chart presented the results of a posttest on students' reading comprehension. The x-axis was labeled "students" (students' name), while the y-axis was labeled "Pretest Score" (test scores after treatment). The posttest result indicated that are stilled of the students in 'less' category, but quite reduced from the pretest results. This categorized included 2 students in the 'Less' category, indicating very limited comprehension, 3 students in the 'Fair' category, suggesting adequate comprehension, 9 students in the 'Good' category, displaying a high level of understanding, and 16 students excelled in the 'Very Good' category. Among the total of 30 students who participated in the test, this bar chart offers a positive representation of their understanding levels, with the majority falling within the 'Good' to 'Very Good' categories, reflecting a positive assessment of understanding within the subject.

4.1.4 Normality Test Result

To know whether the improvement was significant or not the researcher tasted the hypothesis. Before the hyphothesis tasted, the normality of the data distribution had to be analyzed to decided the formula in the next

step. In this study, the researcher used Liliefors formula in analyzing the normality of the data distribution because the total number of the research sample was less than 50. To get the value of ξ , it could be gotten from the difference of post-test score and pre-test score. Before analyzing the data distribution, there had to know the standard deviation and mean of the data. Standard (S) and mean (\bar{x}) were calculated using Microsoft Excel.

Table 4. 3 The Value of ξ

No	Students' Name	Pre-test	Post-test	ξ
1	Student 1	60	80	20
2	Student 2	60	70	10
3	Student 3	50	70	20
4	Student 4	70	80	10
5	Student 5	60	70	10
6	Student 6	50	70	20
7	Student 7	60	80	20
8	Student 8	60	70	10
9	Student 9	50	70	20
10	Student 10	50	70	20
11	Student 11	70	80	10
12	Student 12	60	80	20
13	Student 13	70	80	10
14	Student 14	40	50	10
15	Student 15	60	80	20
16	Student 16	50	80	30
17	Student 17	70	80	10
18	Student 18	60	80	20
19	Student 19	60	80	20
20	Student 20	40	50	10

21	Student 21	50	80	30
22	Student 22	60	70	10
23	Student 23	40	60	20
24	Student 24	50	60	10
25	Student 25	60	60	0
26	Student 26	70	80	10
27	Student 27	60	80	20
28	Student 28	60	80	20
29	Student 29	60	80	20
30	Student 30	50	70	20
\bar{x}				16.00
S				6.75

Table 4. 4 The Normality of Data Distribution

xi	fi	fkum	zi	wide zi	S(zi)	wide zi - S(zi)
50	2	2	-2,51	0,01	0,07	0,0607
60	3	5	-1,42	0,08	0,17	0,0889
70	9	14	-0,33	0,37	0,47	0,0951
80	16	30	0,76	0,78	1,00	0,2222
L_{max}						0,0951
L_{critical}						0,1882

Based on the results of the data above, $L_{\max} (0,0951) < L_{\text{critical}} (0,1882)$, thus the data distribution is normal.

4.1.5 Testing Hypothesis

After confirming that the data exhibited distribution following the normality test, the next step was to perform the t-test. The t-test was employed to establish and determine the research results' averages.

The hypothesis formulation is as follows:

If $t_{\text{critical}} > t_{\text{observed}}$, H_0 is accepted and H_a is reject.

If $t_{\text{critical}} < t_{\text{observed}}$, H_a is accepted and H_0 is reject.

The hypothesis of this study was:

- H_0 : There is no significant influence of the use small group discussion technique on the students' reading comprehension.
- H_a : There is significant influence of the use small group discussion technique on the students' reading comprehension.

Table 4. 5 T-Test Result

Paired Samples Test

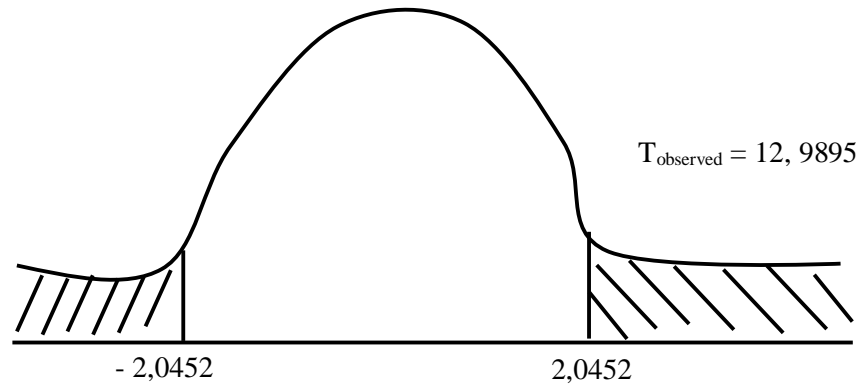
$$T_{\text{observed}} = \frac{\bar{x}_{di} \sqrt{n}}{s_{di}} = \frac{16,00 \times \sqrt{30}}{6,75} = \frac{18,636}{6,75} = 12,9895$$

$$T_{\text{critical}} = T_{\alpha} (df = n-1)$$

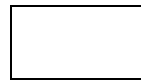
$$= 0.05 (29)$$

$$= 2,0452$$

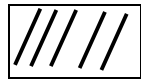
Figure 4. 3 Accepted and Rejected Curve



Note :



= accepted area of H_0



= accepted area of H_a

Based on the analysis above it could be conclude that the value of t_{observed} (12,9895) is bigger than t_{critical} (2,0452), thus H_a is accepted and H_0 is rejected. It means that the use of Small Group Discussion Technique can improve significantly student' reading comprehension.

4.1.6 Normalized Gain Test Result

To assess the extent of the effective improvement in students' reading comprehension resulting from the use small group discussion technique, a gain test analysis was employed.

The formula of normalized gain test was:

$$Ng = \frac{\text{posttest score} - \text{pretest score}}{\text{ideal score} - \text{pretest score}}$$

The criteria interpretation the normalized gain as follow:

Table 4. 6 Normalized Gain Criteria

Normalized Gain	Interpretation
$-1.00 \leq g <$	Decrease
$g = 0.00$	Not improve
$0.00 < g < 0.30$	Low
$0.30 \leq g < 0.70$	Sufficient
$0.70 \leq g \leq 1.00$	High

(Sundayana, 2014:151)

Table 4. 7 Normalized Gain and Interpretation

No	Students' Name	Pre-test	Post-test	Absolute Gain	Normalized Gain	Interpretation
1	Student 1	60	80	20	0.50	Sufficient
2	Student 2	60	70	10	0.25	Low
3	Student 3	50	70	20	0.40	Sufficient
4	Student 4	70	80	10	0.33	Sufficient
5	Student 5	60	70	10	0.25	Low
6	Student 6	50	70	20	0.40	Sufficient
7	Student 7	60	80	20	0.50	Sufficient
8	Student 8	60	70	10	0.25	Low
9	Student 9	50	70	20	0.40	Sufficient
10	Student 10	50	70	20	0.40	Sufficient
11	Student 11	70	80	10	0.33	Sufficient
12	Student 12	60	80	20	0.50	Sufficient
13	Student 13	70	80	10	0.33	Sufficient
14	Student 14	40	50	10	0.17	Low
15	Student 15	60	80	20	0.50	Sufficient

16	Student 16	50	80	30	0.60	Sufficient
17	Student 17	70	80	10	0.33	Sufficient
18	Student 18	60	80	20	0.50	Sufficient
19	Student 19	60	80	20	0.50	Sufficient
20	Student 20	40	50	10	0.17	Low
21	Student 21	50	80	30	0.60	Sufficient
22	Student 22	60	70	10	0.25	Low
23	Student 23	40	60	20	0.33	Sufficient
24	Student 24	50	60	10	0.20	Low
25	Student 25	60	60	0	0.00	Not improve
26	Student 26	70	80	10	0.33	Sufficient
27	Student 27	60	80	20	0.50	Sufficient
28	Student 28	60	80	20	0.50	Sufficient
29	Student 29	60	80	20	0.50	Sufficient
30	Student 30	50	70	20	0.40	Sufficient

Based on data above, it was gotten the data as follow:

Table 4. 8 Improvement Classification

Improvement	F	%
Sufficient	22	73.33
Low	7	23.33
Not improve	1	3.33
Total	30	100

Based on the result, the effectiveness could be observed from the data which showed that **73.33%** was sufficient. Therefore, it could be conclude that there had a significant improvement of the using Small Group Discussion Technique on students' reading comprehension.

4.2 Discussion

This research was conducted in the class XI-C at Madrasah Aliyah Negeri 1 Garut in the academic year 2023/2024. Data collection was carried out using pretest and posttest. The research follows a one-group pretest-posttest design, which is a type of pre-experimental research.

The objective of this research was to know whether small group discussion technique was effective to improve students' reading comprehension. The result of this research showed that the students' post-test there was significant difference. It means that the treatment could affect reading comprehension.

Pre-test was given to the students' ability in reading comprehension before being given treatment. The result showed that the mean score of pre-test was 57.00. It can be seen that there are still many students who grades are below average. Therefore, it is important to do the treatment for the students'. After doing the pre-test, the students got treatments for two times. Then, the students did the post-test to know the result of students' ability in reading comprehension after treatment was given or whether the treatment was effective or not. The result showed that the mean score of pre-test was 73.00. The post-test was calculated by using t-test. Furthermore, it showed that the value of tobserved (12.9895) was bigger than tcritical (2.0452). $T_{critical} < t_{observed}$, which means H_0 was rejected and H_a was accepted. It could be said that there was a significant between the mean score of pre-test and post-test.

Based on the result, it is proven using small group discussion was effective for students in reading comprehension. There was the weakness of this research is that after carried out the pre-test, most students did not understand the meaning of the text because of their limited vocabulary. However, using small group discussion helped students to improve reading

comprehension because students more active in learning process, they can exchange ideas with their group if they have difficulty comprehending the text. Therefore, it can be concluded that using small group discussion technique in students' reading comprehension was effective because the increase in scores after being given treatment was quite significant compared to the scores before being given treatment. It has been proven that the use of small group discussion technique has an influence on students' reading comprehension in the XI-C grades of Madrasah Aliyah Negeri 1 Garut in the academic year 2023/2024.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consist of two parts. The first part discuss conclusions drawn from research findings, and the other part provides suggestion.

5.1 Conclusion

Based on the results of the findings above, it could concluded that the used of Small Group Discussion Technique can improve students' reading comprehension. There are differences in the pretest and posttest scores before and after being given treatment. Where the posttest score is higher than the pretest score. As a result, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

The small group discussion technique was a technique that very helped students in learning reading comprehension because students can more easily found the main ideas in the English text. Therefore, the use of small group discussion technique was effective in improving the reading comprehension of XI-C grades at Madrasah Aliyah Negeri 1 Garut in the 2023/2024 academic year.

5.2 Suggestion

Based on the findings and the conclusions, the researcher would like to contribute some suggestions as follow:

1. It is suggested that the English teachers should be more active and innovative to select the teaching strategy to deliver their material. They could find a good instructional media to get their learning English, especially in reading comprehension. Using small group discussions is very helpful for improving students' reading comprehension, therefore

teachers need to maintain the use of small group discussions in the next school year.

2. The researcher hopes this research make the students enjoy in teaching-learning English through small group discussion technique. Besides, the students can understand text and improve students' reading comprehension.
3. To the further researcher, particularly those who have the same problem and interested in conducting research, it is suggested that this study can be a reference. Hopefully, there will be any further research of how to complete this technique.


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APPENDICES

Appendix 1 Research Permission Letter

 YAYASAN GRIYA WINAYA GARUT
INSTITUT PENDIDIKAN INDONESIA
FAKULTAS PENDIDIKAN ILMU SOSIAL, BAHASA DAN SASTRA
Jalan Terusan Pahlawan No. 32 Sukagalih - Tarogong Kidul, Garut
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Nomor : ~~503~~ /IPIDI/AKM/W/2024
Lampiran : -
Perihal : Permohonan Izin Penelitian

Yth. Bapak/Ibu Pimpinan
MADRASAH ALIYAH NEGERI 1 GARUT
di Tempat


Disampaikan dengan hormat, bahwa mahasiswa kami:


Nama : Salma Syabila
Nomor Induk Mahasiswa : 20223004
Program Studi : Pendidikan Bahasa Inggris/ S-1
Tingkat/ Semester : IV/ VIII
Alamat : Jl. Suherman Kp. Ciateul Rt 06 Rw 05 Desa
Tarogong Kec. Tarogong Kidul

bermaksud memohon izin melakukan pengambilan data melalui wawancara dan observasi di tempat Bapak/ Ibu memimpin untuk keperluan penelitian dalam rangka penulisan Tugas Kuliah.

Kami berharap Bapak/ Ibu berkenan untuk memberikan izin bagi mahasiswa tersebut. Demikian surat ini dibuat, atas perhatian dan kerjasama Bapak/ Ibu kami ucapkan terima kasih.

Garut, 25 April 2024


Dekan
Dr. Lina Siti Nurwahidah, M.Pd.
NIP. 196805271993032001



Appendix 2 Research Confirmation Letter



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN GARUT
MADRASAH ALIYAH NEGERI 1**

Jalan Jenderal Ahmad Yani, Koropeak Garut
Telepon (0262) 233550, Faksimili (0262) 243809
Website: www.man1garut.sch.id Email: man1garut@gmail.com

SURAT KETERANGAN

No : B-675 /Ma.10.15/TL.001/05/2024

Berdasarkan surat dari Yayasan Griya Winaya Garut Institut Pendidikan Indonesia Fakultas Pendidikan Ilmu Sosial, Bahasa dan Sastra Nomor 503/IPI.D1/AKM/IV/2024 tanggal 25 April 2024 perihal Permohon Izin Penelitian, Kepala Madrasah Aliyah Negeri 1 Garut, dengan ini menerangkan di bawah ini :

Nama : SALMA SYABILA
NPM : 20223004
Program Studi : Pendidikan Bahasa Inggris / S-1
Tingkat / Semester : IV/VIII
Alamat : Jl. Suherman Kp. Ciateul RT 06 RW 05 Desa Tarogong
Kecamatan Tarogong Kidul Kabupaten Garut

Telah melaksanakan penelitian dalam rangka penyelesaian Program S1 dengan judul "*Small Group Discussion Technique to Improve Students Reading Comprehension*" pada tanggal 29 April s.d. 13 Mei 2024.

Demikian surat keterangan ini kami buat untuk dipergunakan seperlunya.

13 Mei 2024
Kepala,

H. SARIP ASBULOH, M.PMat
196609201997031003

Appendix 3 Pretest Question

The Impact of Social Media on Society

Social media has become an integral part of our lives, transforming the way we communicate and interact. While it offers many benefits, it is important to critically examine the impact of social media on society and consider both its positive and negative aspects.

Firstly, social media enhances connectivity and communication. It allows people to connect with friends, family, and communities regardless of geographical boundaries. It provides a platform for sharing ideas, information, and experiences, fostering a sense of belonging and promoting cultural exchange. It has revolutionized activism and social movements, empowering individuals to raise awareness and create social change.

Secondly, social media has a significant impact on mental health. Excessive use of social media has been linked to increased feelings of loneliness, depression, and anxiety. The constant exposure to carefully curated images and unrealistic portrayals can lead to low self-esteem and body image issues, especially among young people. It is important to use social media mindfully and promote healthy online habits.

Furthermore, social media has influenced the spread of misinformation and fake news. The ease of sharing information on social media platforms has led to the rapid dissemination of unverified or false information, which can have serious consequences for society. It is crucial for individuals to critically evaluate the information they encounter and verify its authenticity before sharing.

Social media has both positive and negative impacts on society. While it enhances connectivity and communication, it also has detrimental effects on mental health and contributes to the spread of misinformation.

Questions:

1. What is the main topic of the text?
 - A. The benefits of traditional communication methods
 - B. The impact of social media on society
 - C. The history of social media platforms
 - D. The disadvantages of face-to-face interaction

2. According to the text, what is one positive aspect of social media?
 - A. Increased feelings of loneliness and depression
 - B. Promotion of fake news and misinformation
 - C. Enhanced connectivity and communication
 - D. Decreased cultural exchange and sense of belonging
3. How does social media affect activism and social movements according to the text?
 - A. It hinders individuals from raising awareness
 - B. It empowers individuals to create social change
 - C. It promotes apathy and indifference
 - D. It has no impact on activism
4. In the sentence "It provides a platform for sharing ideas, information, and experiences," what does the word "It" refer to?
 - A. Social media
 - B. Connectivity
 - C. Communication
 - D. Activism
5. What does the text suggest about the spread of misinformation on social media?
 - A. It is beneficial for society
 - B. It has no impact on society
 - C. It can have serious consequences
 - D. It only affects a small portion of the population
6. According to the text, what should individuals do regarding the information they encounter on social media?
 - A. Share it without verification
 - B. Critically evaluate and verify its authenticity
 - C. Ignore it completely

- D. Avoid using social media altogether
7. What is the closest meaning of "transforming" in the sentence "transforming the way we communicate and interact"?
- A. Changing
 - B. Enhancing
 - C. Maintaining
 - D. Limiting
8. What is the author's opinion regarding the overall impact of social media on society?
- A. It is entirely positive
 - B. It is entirely negative
 - C. It has both positive and negative aspects
 - D. It has no impact on society
9. What is the purpose of the text?
- A. To promote social media platforms
 - B. To discourage the use of social media
 - C. To inform readers about the effects of social media on society
 - D. To provide a history of social media development
10. What advice does the text offer regarding the use of social media?
- A. Use it excessively for mental stimulation
 - B. Use it mindfully and promote healthy online habits
 - C. Avoid using social media altogether
 - D. Share information without verifying its authenticity

Answer:

1. B
2. C
3. B
4. A
5. C
6. B
7. A
8. C
9. C
10. B

Appendix 4 Posttest Question

The Importance of Sleep

Sleep plays a vital role in overall health and well-being. It is essential for various bodily functions, including cognitive function, immune system regulation, and emotional well-being. However, many people underestimate the importance of getting an adequate amount of sleep each night.

Lack of sleep can lead to a wide range of health problems, such as impaired memory, decreased concentration, weakened immune system, and mood swings. Over time, chronic sleep deprivation can increase the risk of developing serious conditions like heart disease, diabetes, and depression.

To improve sleep quality, it's important to maintain a consistent sleep schedule, create a relaxing bedtime routine, and create a conducive sleep environment. Avoiding stimulants like caffeine and electronic devices before bedtime can also help promote better sleep.

Getting enough sleep is not a luxury but a necessity for optimal health and functioning. By prioritizing sleep and making it a priority in our daily lives, we can improve our overall well-being and quality of life.

Questions:

1. What is the main idea of the passage?
 - A. Sleep is necessary for overall health and well-being
 - B. Lack of sleep can lead to various health problems
 - C. Creating a conducive sleep environment is important
 - D. Sleep deprivation increases the risk of serious conditions
2. According to the passage, what are some health problems associated with lack of sleep?
 - A. Headaches and allergies
 - B. Decreased concentration and mood swings
 - C. Muscle pain and joint stiffness
 - D. Vision problems and hearing loss

3. What is one suggestion mentioned in the passage to improve sleep quality?
 - A. Drinking more caffeine
 - B. Using electronic devices before bedtime
 - C. Maintaining a consistent sleep schedule
 - D. Exercising vigorously before bedtime
4. What does the word "impair" mean in the passage?
 - A. Improve
 - B. Strengthen
 - C. Weaken
 - D. Enhance
5. True or False: Chronic sleep deprivation can reduce the risk of heart disease.
 - A. True
 - B. False
6. What is emphasized as a necessity for optimal health and functioning?
 - A. Eating a balanced diet
 - B. Getting enough sleep
 - C. Exercising regularly
 - D. Avoiding stress
7. What is the consequence of not prioritizing sleep, according to the passage?
 - A. Improved cognitive function
 - B. Decreased risk of depression
 - C. Decreased overall well-being
 - D. Stronger immune system
8. What can be inferred about maintaining a consistent sleep schedule?
 - A. It is unnecessary for good sleep quality
 - B. It helps regulate bodily functions
 - C. It increases the risk of heart disease

- D. It has no impact on emotional well-being
9. What is the purpose of creating a relaxing bedtime routine?
- A. To increase stress levels
 - B. To promote better sleep
 - C. To stimulate cognitive function
 - D. To disrupt sleep patterns
10. What is the author's tone towards the importance of sleep?
- A. Indifferent
 - B. Critical
 - C. Supportive
 - D. Cautious

Answer:

- 1. A
- 2. B
- 3. C
- 4. C
- 5. B
- 6. B
- 7. C
- 8. B
- 9. B
- 10. C

Appendix 5 Treatment Questions

Treatment 1

Why Exercise is Important

The majority of us claim that we do not have time for exercise. We feel too busy to do that. However, many experts say that exercise has a great role in making our body healthy.

Being physically active offers many advantages. In physical rewards, exercise can help reduce body weight and make our body fitter. Exercise is also believed to reduce stress levels, improve sleep patterns, and reduce the risk of heart disease, diabetes, and some forms of cancer. Besides physical advantage, exercise also brings good effects mentally. Due to the fitter body, exercise can make us feel refreshed and happy, increasing our life quality and expectancy.

How can we exercise while we are busy? Such a question is commonly found among us. Actually, exercise can be done in simple ways. We can go walking while shopping. We can take the stairs rather than lift at the office. Or we can go cycling while enjoying our leisure time.

After all, doing exercise is difficult in a busy life but a little exercise will help us feel better.

Questions:

1. What is the main idea of the text?
 - A. The benefits of a sedentary lifestyle
 - B. The importance of exercise for health
 - C. The disadvantages of being physically active
 - D. The popularity of exercise among busy people
2. According to the text, what are some physical benefits of exercise?
 - A. Increased stress levels and improved sleep patterns
 - B. Reduced body weight and improved fitness
 - C. Increased risk of heart disease and diabetes
 - D. Reduced risk of cancer and mental fatigue
3. How does exercise affect mental health according to the text?
 - A. It increases stress levels

- B. It reduces sleep patterns
 - C. It decreases happiness and life expectancy
 - D. It makes us feel refreshed and happy
4. What is the closest meaning of "refreshed" in the sentence "exercise can make us feel refreshed and happy"?
- A. Tired
 - B. Energized
 - C. Dehydrated
 - D. Exhausted
5. According to the text, why do many people claim they don't have time for exercise?
- A. They are too busy enjoying leisure activities
 - B. They prioritize other activities over exercise
 - C. They believe exercise is harmful to their health
 - D. They have never been educated about the benefits of exercise
6. In the sentence "How can we exercise while we are busy?" what does the word "we" refer to?
- A. Experts
 - B. Friends
 - C. Individuals
 - D. Employees
7. What does the author suggest about the relationship between exercise and stress levels?
- A. Exercise has no impact on stress levels
 - B. Exercise can increase stress levels
 - C. Exercise can reduce stress levels
 - D. Exercise only affects physical health, not mental health
8. What is the purpose of the text?
- A. To criticize the lack of exercise among busy people

- B. To inform readers about the dangers of physical activity
 - C. To persuade readers to prioritize exercise in their lives
 - D. To entertain readers with stories about leisure activities
9. According to the text, what is one benefit of exercise in terms of life expectancy?
- A. It decreases life expectancy
 - B. It increases the risk of heart disease
 - C. It has no effect on life expectancy
 - D. It increases life expectancy
10. What is the author's opinion on the difficulty of incorporating exercise into a busy life?
- A. Exercise is impossible for busy people
 - B. Exercise is easy for busy people
 - C. A little exercise can help busy people feel better
 - D. Busy people should prioritize work over exercise

Answer:

- 1. B
- 2. B
- 3. D
- 4. B
- 5. B
- 6. C
- 7. C
- 8. C
- 9. D
- 10. C

Treatment 2

The Benefits of Reading

Reading is an essential skill that offers numerous benefits to individuals of all ages. Firstly, reading enhances vocabulary and language skills, allowing individuals to communicate more effectively. Additionally, reading stimulates the mind and improves cognitive function, which can help prevent cognitive decline as people age. Moreover, reading fosters empathy and understanding by exposing readers to different perspectives and experiences. Overall, making reading a regular habit can lead to personal growth and lifelong learning.

1. What is the main topic of the passage?
 - A. The benefits of exercise
 - B. The importance of socializing
 - C. The advantages of reading
 - D. The significance of outdoor activities
2. According to the passage, what is one benefit of reading for vocabulary?
 - A. It decreases vocabulary skills
 - B. It has no effect on vocabulary
 - C. It enhances vocabulary skills
 - D. It limits communication
3. What is one way reading helps prevent cognitive decline?
 - A. By reducing brain activity
 - B. By stimulating the mind
 - C. By avoiding challenging books
 - D. By limiting exposure to new ideas
4. How does reading foster empathy?
 - A. By avoiding exposure to different perspectives
 - B. By limiting understanding
 - C. By exposing readers to different perspectives and experiences

- D. By discouraging readers from understanding others
5. What is the overall message of the passage?
- A. Reading has no benefits.
 - B. Reading is only for children.
 - C. Reading is essential for personal growth.
 - D. Reading is a waste of time.

Passage

The Importance of Water Conservation

Water conservation is crucial for preserving our planet's precious resources. With the increasing global population and climate change, access to clean water is becoming more limited. Conserving water helps ensure that future generations will have enough water for their needs. Simple actions like fixing leaks, using water-efficient appliances, and reducing unnecessary water usage can make a significant difference. By practicing water conservation, we can protect the environment and secure the availability of clean water for all.

6. What is the main idea of the passage?
- A. Water conservation is not important
 - B. Water conservation is crucial for preserving resources
 - C. Climate change has no impact on water availability
 - D. Access to clean water is unlimited
7. According to the passage, why is water conservation important?
- A. To waste resources
 - B. To ensure future access to clean water
 - C. To increase water usage
 - D. To ignore climate change
8. What are some simple actions mentioned in the passage for water conservation?
- A. Wasting water and ignoring leaks
 - B. Fixing leaks and using water-efficient appliances

- C. Increasing water usage and ignoring climate change
 - D. Limiting access to clean water
9. How does water conservation help protect the environment?
- A. By wasting resources
 - B. By ensuring future access to clean water
 - C. By increasing water usage
 - D. By ignoring climate change
10. What is the tone of the passage?
- A. Optimistic
 - B. Pessimistic
 - C. Neutral
 - D. Indifferent

Answer:

- 1. C
- 2. C
- 3. B
- 4. C
- 5. C
- 6. B
- 7. B
- 8. B
- 9. B
- 10. A

Appendix 6 Students' Works Result

PRETEST

Nama : Lutfiya Mawati
 Kelas : II-C

(60)

<input checked="" type="checkbox"/>	1. a	b.c
<input checked="" type="checkbox"/>	2. c	z.k
<input checked="" type="checkbox"/>	3. a	u.c
<input checked="" type="checkbox"/>	4. a	u.c
<input checked="" type="checkbox"/>	5. c	10. d

PEACE TO ACHIEVE GOAL

Nama : Ananisa
 Kelas : XI-C

(60)

<input checked="" type="checkbox"/>	1. a	6. b
<input checked="" type="checkbox"/>	2. b	7. a
<input checked="" type="checkbox"/>	3. b	8. a
<input checked="" type="checkbox"/>	4. a	9. a
<input checked="" type="checkbox"/>	5. a	10. b

PEACE TO ACHIEVE GOAL

Nama : Nurya Rizka
 Kelas : XI-C

(40)

<input checked="" type="checkbox"/>	1. c
<input checked="" type="checkbox"/>	2. b
<input checked="" type="checkbox"/>	3. b
<input checked="" type="checkbox"/>	4. c
<input checked="" type="checkbox"/>	5. b
<input checked="" type="checkbox"/>	6. c
<input checked="" type="checkbox"/>	7. c
<input checked="" type="checkbox"/>	8. c
<input checked="" type="checkbox"/>	9. c
<input checked="" type="checkbox"/>	10. b

Nama : Nanda Nuria Nurhan
 Kelas : A-C

(60)

<input checked="" type="checkbox"/>	1. b	6. a
<input checked="" type="checkbox"/>	2. c	7. a
<input checked="" type="checkbox"/>	3. d	8. a
<input checked="" type="checkbox"/>	4. b	9. a
<input checked="" type="checkbox"/>	5. a	10. b

POSTTEST

Nama: Cahira Musika
 Kelas: XI-C

A	AB	70
✓ B	✓ C	
✓ B	✓ D	
✓ A	✓ B	
✓ B	✓ C	

You'll never know it you take that

Nama: Aysha Anissa
 XI-C

		70
✓	✓	
✓	✓	
✓	✓	
✓	✓	

XI-C
 Anatomi

5. Inggri

✓ A	80
✓ B	
✓ A	
✓ B	
✓ B	

PEACE TO ACHIEVE GOAL

Nama: Tesya Ramadani
 Kelas: XI-C

B	AB	80
B	✓ D	
C	✓ B	
✓ C	✓ B	
B	✓ C	

No. _____
Date _____

Contoh 5

Nama kelompok - Dika - Si Hany
 - Hana - Naja
 - Nurina

B. Jawab

a. 60

b. 70

c. 80

d. 90

e. 100

80

No. _____
Date _____

Contoh 6

- Dina - Irena
 - Nurina - Nurpa
 - Eka

Jawab!

1. E. the importance of exercise for health.

2. A. increased stress levels and increased sleep duration

3. D. it causes us to feel refreshed and better

4. B. Energized

5. A. They are not but enjoying their activities

6. C. in individuals

7. C. Exercise can reduce stress levels

8. C. To prevent people to perform exercise in their daily

9. B. It increases the risk of heart disease

10. C. A little exercise can help both body and brain

70

Ketampul 5

nama Ketampul : Hida - Nisrina - Zulfira
 - Najwa - Sigit

B. Imajinasi.

100

1. C. The advantages of reading
 2. C. It enhances vocabulary skills
 3. B. By stimulating the mind
 4. C. By exposing readers to different perspectives and experiences
 5. C. Reading is essential for personal growth
 6. B. Water conservation is crucial for preserving precious resources
 7. B. To ensure future access to clean water
 8. B. Fixing leaks and using water-efficient appliances
 9. B. By ensuring future access to clean water
 10. A. Optimistic

Ketampul 6

Anggota: Suci - Rizka - Nurul
 - Hana - Siska

90

1. C
 2. C
 3. B
 4. C
 5. C

Appendix 7 Documentation

PRETEST



TREATMENT



POSTTEST

Appendix 8 Guidance Card

Detail		idm	2022004	Nama	Salma Syabiliz
Daftar		Program Studi	Pendidikan Bahasa Inggris	Mahasiswa	
Bimbingan		Tgl. Mulai	6 Februari 2024	SKS Luas	140 SKS
Rekap Penulisan Bimbingan		Judul Tugas Akhir			Disertasi: Perceptions Towards Small Group Discussion in Reading Comprehension
Syarat Ujian					
Jadwal Ujian					
Nilai Ujian					
Nilai Akhir					

No	Tanggal	Dosen Pembimbing	Topik	Diikuti	Aksi
1	5 Januari 2024	Dr. LA NOVITA, S.Pd., M.Pd., M.Pd.	Revisi Judul	✓	
1	8 Desember 2023	Amir hamzah, S.S., M.Pd.	Bimbingan Bab 1	✓	
2	12 Januari 2024	Dr. LA NOVITA, S.Pd., M.Pd., M.Pd.	Bimbingan Bab 1	✓	
2	16 Desember 2023	Amir hamzah, S.S., M.Pd.	Bimbingan Bab 1	✓	
3	19 Januari 2024	Dr. LA NOVITA, S.Pd., M.Pd., M.Pd.	Acc Bab 1 - Bimbingan Bab 2	✓	
3	23 April 2024	Amir hamzah, S.S., M.Pd.	Acc Bab 3 - Bimbingan soal	✓	
4	16 Mei 2024	Amir hamzah, S.S., M.Pd.	Bimbingan Bab 4-5	✓	
4	26 Januari 2024	Dr. LA NOVITA, S.Pd., M.Pd., M.Pd.	Bimbingan Bab 2	✓	
5	12 Februari 2024	Dr. LA NOVITA, S.Pd., M.Pd., M.Pd.	Bimbingan Bab 2	✓	
5	21 Februari 2024	Amir hamzah, S.S., M.Pd.	Acc Bab 2 - Bimbingan bab 3	✓	
6	20 Februari 2024	Dr. LA NOVITA, S.Pd., M.Pd., M.Pd.	Bimbingan Bab 2	✓	
6	26 Maret 2024	Amir hamzah, S.S., M.Pd.	Bimbingan Bab 3	✓	
7	28 Februari 2024	Dr. LA NOVITA, S.Pd., M.Pd., M.Pd.	Acc Bab 2 - Bimbingan bab 3	✓	
7	27 Desember 2023	Amir hamzah, S.S., M.Pd.	Bimbingan Bab 1	✓	
8	9 Januari 2024	Amir hamzah, S.S., M.Pd.	Acc bab 1 - Bimbingan bab 2	✓	
8	19 Maret 2024	Dr. LA NOVITA, S.Pd., M.Pd., M.Pd.	Bimbingan Bab 3	✓	
9	18 Januari 2024	Amir hamzah, S.S., M.Pd.	Bimbingan Bab 2	✓	
9	22 Maret 2024	Dr. LA NOVITA, S.Pd., M.Pd., M.Pd.	Acc Bab 3 - Bimbingan soal	✓	
10	26 Maret 2024	Dr. LA NOVITA, S.Pd., M.Pd., M.Pd.	Acc Soal	✓	
9	15 Mei 2024	Dr. LA NOVITA, S.Pd., M.Pd., M.Pd.	Bimbingan Bab 4-5	✓	
9	26 Januari 2024	Amir hamzah, S.S., M.Pd.	Bimbingan Bab 2	✓	
10	22 Mei 2024	Dr. LA NOVITA, S.Pd., M.Pd., M.Pd.	Acc Full Paper	✓	
11	14 Februari 2024	Amir hamzah, S.S., M.Pd.	Bimbingan Bab 2	✓	
11	28 Mei 2024	Amir hamzah, S.S., M.Pd.	Acc Full Paper	✓	

CURRICULUM VITAE



The writer, Salma Syabila was born in Garut, August 6th 2001. She was the first daughter in her family. She has two brothers. The writer started her education at Elementary School of SDN Tarogong 2 in 2007 - 2013, then Junior High School was started at MTsN 1 Garut in 2013 - 2016, and Senior High School at MAN 1 Garut 2016 - 2019. She continued her study in 2020 to Institut Pendidikan Indonesia (IPI) Garut majoring in English Education. In this campus the writer tried to develop and increase her knowledge. While active in her college, the writer also joined some organization.

