

**THE EFFECT OF SMALL GROUP DISCUSSION IN READING
CLASS ON STUDENTS' READING COMPREHENSION**

(A Script)

By

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LANGUAGE AND ARTS EDUCATION DEPARTMENT
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ABSTRACT

THE EFFECT OF SMALL GROUP DISCUSSION IN READING CLASS ON STUDENTS' READING COMPREHENSION

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Faradina Primarini Noorhaya Sari

The aims of this study were to investigate the effect of small group discussion in reading class on students' reading comprehension and the difficulties that students face on comprehending a text. This research was conducted in SMAN 1 Kalianda in 2015/2016 academic year. The subjects of this research were 24 students of grade XI MIA 2 who were taken by using random sampling.

This study was a combination of quantitative and qualitative studies since it was intended to get result that was oriented to the product (quantitative) and process (qualitative) in one study. Based on quantitative study, the design of this research was one group pretest-posttest design. The instruments of this study were reading comprehension test and interview.

The first result of this research showed that t-value was higher than t-table ($10.270 > 2.032$) and the value of significant level was $0.00 < 0.05$. The difference of the mean score between the pretest and posttest was 15.375 (from 69.79 to 85.16). It meant that there was an effect of small group discussion in reading class on students' reading comprehension. The second finding revealed five difficulties that the students faced on comprehending a text namely vocabulary, sentence, phrase, reference, and background knowledge. The implementation of Small group discussion in teaching reading comprehension was able to resolve those difficulties since it required the students to share, discuss, and unite their thought or problem on comprehending the content of the text with other members of the group.

In short, it can be concluded that small group discussion technique is a suitable and effective technique which can improve students' reading comprehension and resolve the difficulties on comprehending a text.

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CLASS ON STUDENTS' READING COMPREHENSION**

By

FARADINA PRIMARINI NOORHAYA SARI

A Script

**Submitted in a Partial Fulfillment of
The Requirement for S-1 Degree**

in

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**EDUCATION AND TEACHER TRAINING FACULTY
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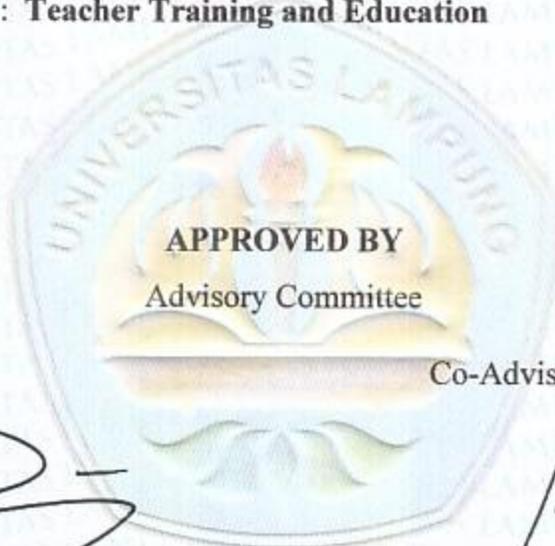
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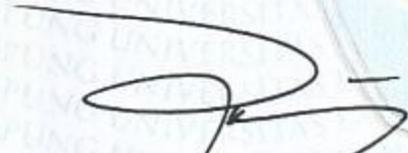
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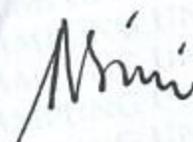
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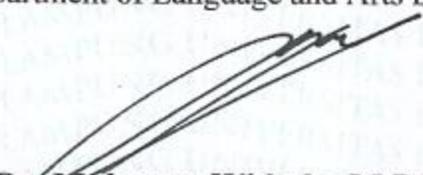
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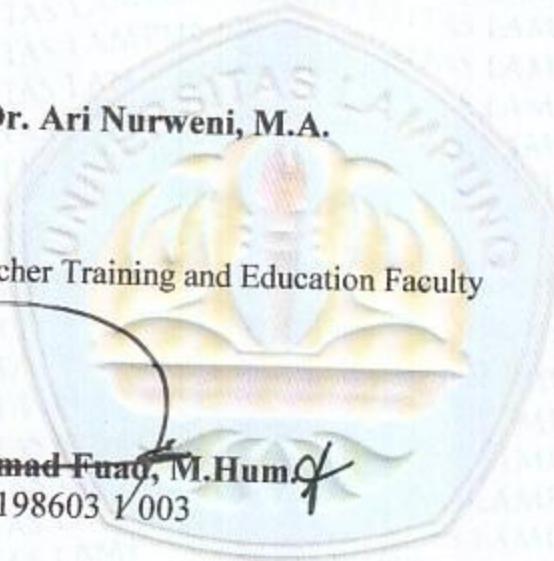
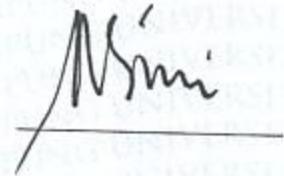
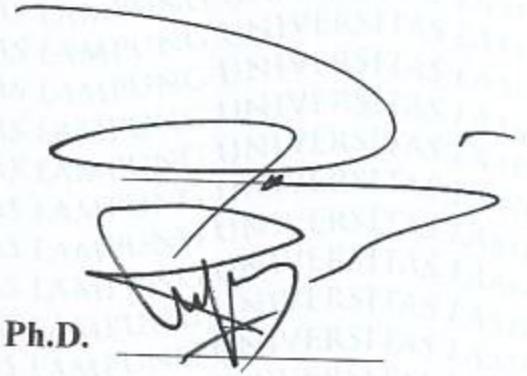
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The writer's name is Faradina Primarini Noorhaya Sari. She was born on August 17th, 1995 in Pringsewu. She is the second child in her family. His father's name is Edy Supratman and her mother's name is Yurita Rosada. She has one brother. Her brother's name is Fadliqa Primaraya Aldha Fakhri.

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DEDICATION

This script is proudly dedicated to

✚ Allah SWT, for all of His tremendous blessings

✚ The greatest inspirations of my life: my beloved Father and Mother, Edy

Supratman and Yurita Rosada.

✚ My beloved brother: Fadliqa Primaraya Aldha Fakhri

✚ My Almamater, English Education Study Program, Lampung University

MOTTO

If you want to live a happy life, tie it to goal.

Not to people or things.

“Albert Einstein”

Write to be understood,

Speak to be heard,

Read to Grow

“Lawrence Clark Powell”

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Hopefully, this ungraduated thesis would give a positive contribution to the educational development or to those who are interested to carry out further research.

Bandar Lampung, 6 October 2016

The Writer

Faradina Primarini Noorhaya Sari

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I INTRODUCTION

This chapter discusses background, research questions, objectives of the research, uses of the research, scope of the research, and definitions of terms. The explanations of the subtopics are presented as follows:

1.1 Background

Reading is what happens when people look at a text and assign meaning to the written symbols in that text. It means that reading is the process of reader's mind or process of mind activity in trying to interpret the perception of symbols that present language. Besides, reading comprehension is the main goal of reading that refers to understanding what is being read. Readers usually make use of background knowledge, vocabulary, and grammatical knowledge, experience with text and other strategies to help them understand written text (Rahemi, 2013). Additionally, students' reading comprehension means how far they can understand what they are reading and usually the students make use their background knowledge, vocabulary, and grammatical knowledge, experience with the text and strategies to help them understand a text.

Based on curriculum 2013 at point 4.14 at exploration stage for second grade of senior high school as cited in Sundiawan (2013), there are two indicators of successful reading that should be achieved by the students and one of them is the students are able to catch the meaning of the text. Then, the students are able to write out the content of the text together with their friends by paying attention to the content and vocabulary. Nevertheless, it seems that those two indicators of successful reading have not been achieved. It can be seen that some students did not comprehend the text well as a result they got bad score in their reading test. Another proof is the students were not able to write out the content of the text when this activity serves as test to check their reading comprehension and this result actually shows that the students had not comprehended the text.

Moreover, based on the researcher's experience as a private teacher in teaching senior high school students it was found out that the students did not understand what they had read. Although some students got good scores in doing a test it did not prove that they had comprehended the text. The students might consider that understanding the meaning of the text was unnecessary as long as they could get good scores in reading test and they just focused on reading certain paragraph or sentence that perhaps indicated the answer of the question and. In addition, there are five main problems that are frequently faced by the students during reading comprehension process and they are vocabulary, sentence problem, reference (rhetorical structure), and background knowledge (Sutarsyah, 2013). These problems are assumed as the main factors that make the students fail to comprehend the content of text.

On the other hand, those problems above require a teacher to find a suitable and appropriate technique in order to solve those reading problems so that the students would comprehend the meaning of the text well and their reading comprehension would increase. According to Anderson (2008), to make students become active and get involved in reading activities, it is needed to teach them the various reading strategies because reading with various strategies would create students to be critical and creative readers. Therefore, the teacher should use a strategy in order to help the students understand a text. The teacher should provide effective and applicable strategies to their students. The learning activities should be interesting and pleasing for the students, so the reading lesson would be meaningful and enjoyable. Then, the students' reading comprehension achievement would increase.

One of the techniques that is proposed in this research is small group discussion. Ahmad (2013) in his research has proved that small group discussion is an effective technique to improve students' reading skill which has been conducted in junior high. Then, small group provides opportunities for students' initiation, for face-to-face, give and take, for practice in negotiation of meaning for extended conversation exchanges. Therefore, the students are more confidence to give opinion in each of their small group (Brown & Atkins, 1988). Referring to the previous research and definition, the researcher then is interested in implementing small group discussion in reading class.

The implementation of small group discussion in this research aims to solve reading problems namely vocabulary, background knowledge, sentence, phrase, and reference. Then, to achieve two indicators of successful reading and also to

improve students' reading comprehension. One of two indicators of successful reading that would be achieved is the students are able to catch the meaning of the text. Then, the students are able to write out the content of text together with their friends by paying attention to content and vocabulary. Small group discussion provides opportunities for students' initiation, for face-to-face, give and take, for practice in negotiation of meaning for extended conversation exchanges. This technique puts the students in a situation where they would try to unite their different opinions with other members in order to understand the text. In addition, small group discussion technique would help the students to comprehend difficult words, sentence, content, topic, phrase, and identifying reference by requiring them to share and discuss their thought and problem with other group members. In brief, teaching reading comprehension through small group discussion is assumed that it can improve students' reading comprehension and solve reading problems.

Additionally, small group discussion technique would be conducted after pretest has been done first and for the pretest, producing a text would be used as an instrument in order to check students' early reading comprehension. This instrument requires the students to produce a text in Indonesia language based on their understanding of text in English language. Then, the same test would be administered in posttest in order to find out students' reading comprehension after being taught by using small group discussion. The difference of the result between pretest and posttest perhaps is able to show whether small group discussion technique can improve students' reading comprehension or not.

So far, a multiple-choice item is often used as an instrument in order to measure students' reading comprehension. However, according to Burton (1991),

multiple-choice item has three limitations namely versatility, reliability, and difficulty of construction. Versatility means that the student selects a response from a list of alternatives rather than supplying or constructing a response here, multiple-choice test items are not adaptable to measure certain learning outcomes, such as the students' ability to comprehend the text completely, articulate explanation, and produce original idea. Related to reliability, he further explains although it is less susceptible to guessing than is true false-test item, multiple-choice item is still affected to a certain extent. This guessing factor reduces the reliability of multiple-choice item scores somewhat, but increasing the number of items on the test offsets this reduction in reliability. Difficulty of construction refers to good multiple-choice test items that are generally more difficult and time-consuming to write than other types of test items. Coming up with plausible distracters requires a certain amount of skill. In addition, the researcher also assumes that multiple-choice item could not encourage the students to comprehend the text completely since the students only focus on answering the questions but the questions do not led the students to read the text. Specific question in multiple-choice items like factual questions (what, when, and who, and why) for example do not persuade the students to comprehend the text and they just read certain paragraph or sentence to find the right answer of the question.

On the other hand, producing a text is a test and activity that is conducted only in order to measure how far the students have comprehended the text. This test is similar to translation however the benchmark whether the work is excellent or not is based on reading comprehension. In other words, theory of translation and

criteria of good translation are not used as a benchmark of the students' success on producing a text here because the students have not even studied translation yet. Hatam (2011) examined the reliability and validity of translation tests as reading comprehension measure. He found out that translation test is a valid and reliable test for reading comprehension measure. Moreover, producing a text is chosen as the instrument since it can facilitate the students to achieve one of the two indicators of successful reading that is the students are able to write out the content of the text together with their friends by paying attention to the content and vocabulary. Then, this kind of test forces the students to understand the content first or they would not be able to produce a text in different language. furthermore, producing a text in this research is not time-consuming to write since the text that the researcher has chosen is based on curriculum syllabus and in doing this test, theory and criteria of good translation are not used as a benchmark of the students' success.

For justification, producing a text is a better instrument than multiple-choice item in order to check students' reading comprehension since this test requires the students to comprehend the meaning of the text first or they would not be able to do this activity. Furthermore, there are five aspects of reading that automatically would be mastered by the students when they have produced a text namely determining main idea, finding specific information, making inference, identifying reference, and understanding difficult vocabulary. To simplify, these five aspects turn into some processes that the students would do and pass unintentionally when they produce a text. In other words, producing a text differs from multiple choice

items since this activity has already inquired the students to master these aspects without they realize it.

Additionally, in this research the researcher tends to find out whether is there any effect of small group discussion in reading class on students' reading comprehension or not. Then as stated before, producing a text in this study is an instrument that is used to evaluate students' reading comprehension. The researcher also tends to investigate the difficulties that the students might face on comprehending a text.

To specify, this research differs from the previous research above since this research were conducted in senior high school level and it was intended to find out the difficulties that the students might face on comprehending a text. Therefore, the researcher conducted a researcher with the topic "The Effect of Small Group Discussion in Reading Class on Students' Reading Comprehension". This research was conducted in SMAN 1 Kalianda, Lampung Selatan.

1.2 Research Questions

Based on the background of the problem above, the researcher formulates the problems as follows:

1. Is there any effect of small group discussion in reading class on students' reading comprehension?
2. What are the difficulties that the students face on comprehending a text?

1.3 Objectives

Based on the problems above, the objectives of this research are as follows:

1. To find out whether there is an effect of small group discussion in reading class on students' reading comprehension.
2. To find out what are the difficulties that the students face on comprehending a text.

1.4 Uses of the Research

This research would be useful both practically and theoretically.

1. 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.
2. 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.

1.5 Scope of the Research

A research cannot cover everything at once so some limitations for this research are also set. This research mainly deals with the effect of small group

discussion in reading class on students' reading comprehension in formal setting, SMAN 1 KALIANDA.

This research is focused on finding out whether or not is there any effect of small group discussion in reading class on students' reading comprehension. The last focus is to find out what are the difficulties that the students face on comprehending a text.

Text that will be used to test reading comprehension is hortatory exposition text. Then, producing a text is an instrument that would be used in this research in order to check the students' reading comprehension in the pretest and posttest moreover this test requires the students to produce a text in Indonesia language based on their understanding of text in English language. The title of the text that should be produced from English to Indonesian is "**Indonesian People Should Value Different Culture**" meanwhile in Indonesian the title is "**Masyarakat Indonesia Seharusnya Menghargai Keberagaman Budaya**". It consists of 187 words.

1.6 Definition of Terms

In order to get the same perception about the key terms used in this research, it is important to explain the definitions of key terms which are used in this research. These are the key terms which are important for this research:

The Effect

The effect here is a change to the students' reading comprehension that is resulted when teaching reading comprehension has been conducted after being taught by using small group discussion.

Small Group Discussion

Small group is three or more people discussing face to face, with or without an assigned leader, in such a way that each person influences, and is influenced by every other person in the group.

Reading Class

Reading class refers to a class where the main activity carried out there is reading and comprehending a book or a text.

Reading Comprehension

Reading comprehension is the main goal of reading that refers to understanding what is being read. Readers usually make use of background knowledge, vocabulary, and grammatical knowledge, experience with text and other strategies to help them understand written text.

Producing a Text in Indonesia language

Producing a text refers to the instrument that is used to check the students' reading comprehension where the students should produce a text in Indonesia language based on their understanding of text in English language which has been comprehended first.

II LITERATURE REVIEW

This chapter discusses several points related to the theories use in this study, such as concept of reading, concept of reading comprehension, problems in reading, aspects of reading, instruction in reading comprehension, teaching reading comprehension, technique in teaching reading comprehension, text, review of previous research, theoretical assumption, and hypothesis.

2.1 Reading

Reading is the meaningful interpretation of printed or written verbal symbols. It is a complex process in which the recognition and comprehension of written symbols are influenced by readers, perceptual skills, decoding skills, experienced, language background, mind set and reasoning ability as they anticipate meaning on the basis of what has been read (Tarigan, 2008). In different way, according to Alyousef (2005) reading can be seen as an “interactive” process between a reader and a text which leads to automaticity or (reading fluency). In this process, the reader interacts dynamically with the text as he or she tries to elicit the meaning and where various kinds of knowledge are being used: linguistic or systemic

knowledge (through bottom-up processing) as well as schematic knowledge (through top-down processing).

To conclude, reading is an interactive and complex process between a reader and a text. Reading skill is influenced by perceptual skills, decoding skills, experienced, language background, mind set and reasoning ability along with this process various kinds of knowledge are being used: linguistic or systemic knowledge (through bottom-up processing) as well as schematic knowledge (through top-down processing).

2.2 Reading Comprehension

According to Whorter as cited in Rahemi (2013) comprehension is the main goal of reading that refers to understanding what is being read. Readers usually make use of background knowledge, vocabulary, and grammatical knowledge, experience with text and other strategies to help them understand written text. Similarly, reading comprehension is the interaction among word identification, prior knowledge, comprehension strategies, and engagement. Without all of these skills, one cannot comprehend properly and, therefore, not read properly (Prado and Plourde as cited in Harvey, 2013). Besides, according to Nation (2004) comprehension is the ultimate goal of reading. Everyone agrees that reading comprehension is not a simple matter of recognizing individual words, or even of understanding each individual word as our eyes pass over it. All models of comprehension recognize the need for readers to build up mental representation of text, a process that requires integration across a range of sources

information, from lexical features through to knowledge concerning events in the world.

In summary, reading comprehension is the main goal of reading in which readers usually make use of background knowledge, vocabulary, and grammatical knowledge, experience with text and other strategies to help them understand written text and this is a process that requires integration across a range of sources information, from lexical features through to knowledge concerning events in the world.

2.3 Problems in Reading

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

1. Vocabulary

The investigation of vocabulary in the text is the next aspect that needs to identify. It is claimed that the condition of the words in a text has a great influence to readers' comprehension. Recognizing words is a dominant factor in reading comprehension. Reading is actually recognizing words in a text in order to get meaning as intended by the writer. It is said that the acquisition of word meaning is fundamental to all comprehension in reading. Without satisfactory word meaning, comprehension of wether spoken or printed language is impossible.

Comprehension of sentences and paragraphs naturally requires an understanding of their words.

It is also commonly believed that comprehension depends on the extent that the words in a text are familiar to the readers. On the other hand, the familiarity of words implies that the readers met the words for many times and have been stored in their long-term memory. These words usually occur in wide ranges of text. In contrast, the words that are infrequent are usually considered difficult for most readers. Moreover, another problem related words is caused since they have multiple meaning. It is widely known that meaning of a word largely depends on its context. It implies that a word can have multiple meanings based on its purpose. It was found that the students knew only the most salient meaning. When a word is meant another meaning they were confused.

2. Sentence Problems

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

- a. Understanding complex sentences. It was found that the students had difficulty when they encountered a long sentence. This long sentence can be in the form of a adjective clause. The students were also confused with the use of comma in complex sentences.
- b. Understanding long phrases. This problem basically belongs to problem 1 because problem of long phrase occurs in a long or complex sentence. The

case is that the students knew individual words, but when they were put into phrase, the words were confusing.

3. Rhetorical structure

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

- a. The students seem to have difficulty to deal with cataphoric references. To them, this reference is uncommon because it refers forward; the referent has not been mentioned when the reference occurs for the first time.
- b. Surprisingly, many students still had difficulty to find the referent of the pronoun “it” and they did not know where it referred to. This happens because the pronoun “it” occurs in a long complex sentence that made it difficult to identify its referent. Similar problems were found even though the references are simple, such as, *we*, *that*, and *all*.

4. Background knowledge

Most students confessed that the lack of background knowledge of the reading topic became their main reading problem. A difficult text is the one that contains unfamiliar topic or at least the topic is not interesting. In other words, a passage can be considered easy or difficult depending on whether or not the

topic of text is familiar to a reader. If a reader does not know or never experience about the topic discussed in the text, he would have a serious problem to understand the text and would not be able to follow the story. Thus, a reader must have enough background experience on the topic that enables him or her to bring personal meaning to the events and feeling of the story.

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

2.4 Aspects of Reading

Reading is an astoundingly complex cognitive process. According to Nuttal (1982), there are five types of reading which can be explained below:

1. Determining Main Idea

Main idea is the most important piece of information the author wants to know about the concept of a paragraph. Determining main idea is a skill to grasp and find the main point of a passage by summarizing its passage and looking for repetition of ideas/words.

2. Finding the Specific Information or Part of Text

It means by looking for the information which relevant to what goal in mind and try to ignore the irrelevant one.

3. Finding Reference

Reference is the intentional use of one thing to indicate something else in which one provides the information necessary to interpret the other. Finding reference means we interpret and determine one linguistic expression to another. There are two types of references; cataphoric and anaphoric references. A cataphoric reference unit refers to what cataphoric reference we would need to look ahead in the text. On the other hand, an anaphoric reference unit refers to another unit that was introduced earlier in the text. To understand the unit referred to by an anaphoric reference we would need to look back in the text.

4. Finding Inference

Inference is a good guess or conclusion drawn based on the logic of passage. Finding inference means the reader imply the sentences or passages understand and conclude it logically.

5. Guessing Meaning of Vocabulary (Difficult Word)

It is unlikely that we will know every word in a text and even if we think that we have seen every word before, it is unlikely we will have seen a particular word in its present context. Guessing meaning of vocabulary (difficult word) refers to comprehend what the unfamiliar words mean by seeing its synonym related to the context. Besides that, we can also try to guess the meaning of the vocabulary (difficult word) by comprehending one or two previous sentences in the text.

In short, these five aspects of reading are important to learn since these aspects can help the students to understand a text deeply. In addition, in this research, these five aspects of reading are considered as some processes that would happen automatically when the students produce a text in Indonesian language based on their understanding of text in English language.

2.5 Instruction in Reading Comprehension

10 essential elements of effective reading comprehension instruction are proposed by some researches and it suggests every teacher should engage in to foster and teach reading comprehension (Duke, 2011):

1. Build disciplinary and world knowledge.
2. Provide exposure to a volume and range of texts.
3. Provide motivating texts and contexts for reading.
4. Teach strategies for comprehending.
5. Teach text structures.
6. Engage students in discussion.
7. Build vocabulary and language knowledge.
8. Integrate reading and writing.
9. Observe and assess.
10. Differentiate instruction.

In summary, there are six instructions (3, 5, 6, 7, 8, 9) that were applied in this research. Those instructions were applied in lesson plan. The implementation

for number 3 is the researcher would use hortatory exposition text that motivates the students to respect different culture. Then, the researcher would implement small group discussion which would engage the students in discussion. The researcher also would teach the structure of hortatory exposition text. Building vocabulary and language knowledge would also be implemented in this research since the students were asked to comprehend the meaning of each vocabulary and sentence in the text. Integrating reading and writing would be carried out where the students would be asked to produce a text in Indonesian language based on their understanding of the text in English language. Observation would be done in order to observe the students' difficulties on comprehending a text and assessment would be carried out to assess the students' work.

2.6 Teaching Reading Comprehension

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

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

Additionally, reading comprehension is the main goal of reading where the students could comprehend the text that is being read. The success in teaching reading can be seen when the learners finally have understood the text. In achieving this, those three phases should be applied and also use appropriate technique that would help the teaching process.

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

2.7 Technique in Teaching Reading Comprehension

In conducting this research, the researcher applies small group technique and the explanation about the technique would be explained below.

2.7.1 Small Group Discussion

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

In short, small group technique is a small member of human, work together through interaction whose interdependent relationship allows them to achieve a mutual goal. This technique provides opportunities for students' initiation, for face to face, give and take, for practice in negotiation of meaning for extended conversation exchanges.

2.7.2 Teaching Small Group Discussion in Reading Class

The small group learning format can be conceptualized in various ways and proponents of the technique have assessed only certain types of the models. But when the groups have found out how to plan work together, they may not all agree. The members of the group know well enough to really trust each other, and they still have to determine each other's skills, knowledge, situation and attitudes. They often feel comfortable and "lost" (Barker, 1986:168). In a class of 30 – 40

students, a teacher may have difficulties when he teaches without knowing whether the students have understood and comprehended the reading passages. Barker (1986:199) believes that group membership can be beneficial to some and detrimental to others. Teaching small group discussion here is the process of action that is done by a teacher in order to train students to work in-group consisting of 3-4 students where they can share their ideas to each other and achieve mutual goal. Hence, there would be discussion among the students in each group. Moreover, the broader context of communicative, meaning – seeking and information processing would occur.

Additionally, teaching small group discussion in reading class here means that the students would be trained to catch the meaning of the text and write out the content of the text together with their friends by paying attention to the content and vocabulary based on curriculum 2013 as cited in Sundiawan (2013). In small group discussion, the students would be trained to comprehend the meaning of the text by sharing and discussing their ideas with other members' in-group. Small group discussion technique would be conducted after pretest has been done first and then, in order to check students' reading comprehension after being taught by using small group discussion posttest would be administered. In addition, producing a text in Indonesian language is a test that would be conducted in pretest and posttest where the students should be able to produce a text in Indonesian language based on their understanding of text in English language. This activity is administered in order to evaluate students' reading comprehension after being taught by using small group discussion.

2.7.3 Advantages

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

According to Harmer (2001:117-118) the advantages of small group discussion are:

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

In addition, On the other hand, Kozma, Belle and Williams (1978:234) states the advantages of group discussion are:

- 1) It is responsive to students' needs. If a student misunderstands and needs clarification or requires an illustration of a point, or would like one position compared with another, all they need do with ask to the students. Thus, the student becomes actively involved in learning, looking out information and opinions.

- 2) Student also has an opportunity to respond; she can share her position as well or she can nod her consent, raise an objection, or contribute new ideas and attitudes to the discussion.

On the other hand, Harmer (2001:118-119) also states the limitations of group discussion are:

- 1) It is likely to be noisy.
- 2) Not all students enjoy it since they would prefer to be the focus of the teacher's attention rather than working with their peers.
- 3) Individuals may fall into group roles that become fossilized, so that some are passive whereas other may dominate.

2.7.4 Procedure of Teaching Small Group Discussion in Reading Class

Based on the explanations above, the researcher tries to arrange the procedure of teaching small group discussion in reading class and the procedure can be seen below:

Pre-Teaching

- First of all, the students are divided into groups consisting of three members or four.
- The teacher distributes picture to every group.
- Then for brainstorming, the teacher asks the students to discuss with their friends what they see from the picture.
Please discuss with your friends what picture tries to show!
- Next, the students are asked to give their opinion about different culture and tolerance.

Please tell your friend and me about your opinion related to the picture!

- After that, the teacher explains to the students what the picture is trying to show

Whilst-Teaching

- Then, the teacher gives a text where there is the same picture on the text as before and asks the students to read the text for 5 minutes.

Please read the text carefully!

- After that, every representative of group is asked to explain the content of the text with their own word.

Please tell us what is the content of the text!

- Next, the teacher explains to the students about the content of the text.
- Then, the students are asked to find two specific information or arguments that support the title of the text. Nevertheless, the teacher gives the example first so that the students would not be confused

Please find two arguments that support the title!

- In this step, the teacher asks the students to find the difficult words from the text and find their meanings.

Now, please find difficult words from the text and their meanings!

- Besides, the students are asked to find the reference of the word. However, the teacher would give the example of the reference first.

Please find a word and its reference!

For example based on the text the reference of them is Indonesian people

- Afterwards, the teacher asks the students to find difficult phrase or sentence from the text by underlining them and then discuss the meanings of sentences or phrase with their group.

Please find difficult phrase or sentence from the text and discuss the meanings of them with your group!

- After they have found difficult words, phrases, and sentences the teacher asks every group to present his or her group's discussion in front of the class.

After you have done those tasks, please present your discussion in front of the class starting from the first group!

- Next, the teacher and students together discuss those tasks
- The teacher once again asks the students to read the text and match the meaning of words, phrases, and sentences with what has been discussed.

Please read the text once again and match the meaning of the word with what has been discussed before!

- Then in this step, the students are asked to produce the same text by changing its language. In doing this task, the teacher gives 15 minutes for the students to do it and the students are asked to discuss the meaning with their friends.

Please change the language in the text from English into Indonesia!

- After the students have finished the task, the teacher together with the students discusses the meaning of the text in Indonesia.

- Then, the teacher explains to the students type of the text that they have just learn. *Type of the text that you have just learnt is hortatory exposition text.*

The purpose of the text is usually to persuade the reader that something should be done or not.

Post-Teaching (5 minutes)

- First of all, the teacher asks three students about the content of the text.

What is the content of the text that we have just learnt?

- Then, the teacher re-explains what they have just learnt
- For the homework, the students are asked to once again to change the language of the text individually.

In brief, from the explanations above it can be concluded that small group discussion technique perhaps is a suitable technique to teach reading comprehension since it provides opportunities for students' initiation, for face to face, give and take, for practice in negotiation of meaning for extended conversation exchanges. The students are able to share, complain, discuss, and compare their ideas with other members in same group and this method might enable the students easily comprehend the content of the text being read. For those reasons, the researcher is interested in using small group discussion because this technique might help the students comprehend the content of the text very well rather than they read it individually since the students can share, complain, discuss, and compare their ideas with other members' in-group.

2.8 Text

A text is an extended structure of syntactic units such as words, groups, and clauses and textual units that is marked by both coherence among the elements and completion (Werlich, 1976). In addition, a text used in linguistics to refer to any passage- spoken or written, of whatever length, that does form a unified

whole. A text is a unit of language in use. It is not a grammatical unit, like a clause or a sentence; and it is not defined by its size. It is best regarded as a semantic unit; a unit not of form but of meaning (Halliday and Hasan, 1976).

In brief, text refers to spoke or written, of whatever length, that does form a unified whole and it is regarded as semantic unit. In addition, text is an extended structure of syntactic units such as words, groups, and clauses and textual units that is marked by both coherence among the elements and completion. Then, for this research, the researcher chooses hortatory exposition text.

Hortatory Exposition Text

Hortatory exposition text is a type of spoken or written text that is intended to explain the listeners or readers that something should or should not happen or be done (Interlanguage as cited in Geraldine, 2008). In other words, this kind of text can be called as argumentation. Hortatory exposition text can be found in scientific books, journals, magazines, newspaper articles, academic speech or lecturers, and research report. Hortatory expositions are popular among science, academic community and educated people. The generic structure of hortatory exposition usually has three components: (1) Thesis, it is a statement or announcement of issue concern. (2) Arguments, it shows reasons for concern that lead to recommendation. (3) Recommendation, it includes statement of what should or should not happen or be done based on the given arguments.

Hortatory exposition text also has the language features. There are (1) Focuses on generic human and non human participants, (2) It uses mental processes. It is used to state what the researcher or speaker thinks or feels about

something. For example: realize, feel etc, (3) It often needs material processes. It is used to state what happens, e.g. ...has polluted...etc, (4) It usually uses Simple Present Tense and passive voice, (5) Enumeration is sometimes necessary to show the list of given arguments: firstly, secondly, and finally. In hortatory exposition text, the students learn how to share opinions, ideas or arguments in form of writing or speaking. The students are required to have the sufficient knowledge to support their ideas about the given topic. This condition encourages the students to be able to develop or elaborate their arguments in order to strengthen their explanation. It also motivates them to think more critically about the issues that arise in their daily life.

2.9 Review of Previous Research

Two previous researches are used in this study in order to support and strengthen the finding of this research later on. The first previous research was done by Ahmad (2013). In his research, he has proved that small group technique is an effective technique to improve students' reading skill which has been conducted in Junior High. Then, the second previous research was done by Islamia (2015) and the result of her study proves that small group discussion technique is able to improve students' reading comprehension.

2.10 Theoretical Assumption

From the frame of explanation above, it can be assumed that reading comprehension is the main goal of reading in which readers usually make use of

background knowledge, vocabulary, and grammatical knowledge, experience with text and other strategies to help them understand written text and this is a process that requires integration across a range of sources information, from lexical features through to knowledge concerning events in the world.

On top of that, producing a text in Indonesian language here is considered as a suitable instrument in order to check the students' reading comprehension where the students should produce a text in Indonesian language based on their understanding of the text in English language. This test would require the students to comprehend the information in the text first and then produce their original idea about content of the text in Indonesian language. This kind of test has been proved as the reliable and valid tool to measure students' reading comprehension rather than multiple choice item and this test would be conducted in pretest and posttest in this research.

However, there are several problems that may be faced by the students on comprehending the text such as vocabulary, background knowledge, sentence, phrase, and reference. Those problems might complicate the process of comprehending the content of the text.

Additionally, small group discussion is implemented in order to solve those reading problems since it provides opportunities for students' initiation, for face to face, give and take, for practice in negotiation of meaning for extended conversation exchanges. So the students are more confidence to give opinion in each of their small group. This method helps the students to comprehend the content of the text well rather than they try to comprehend individually because

the students can share and discuss their ideas related to the text with other members. Small group discussion technique also is considered as a suitable technique in order to achieve two indicators of successful reading based on curriculum 2013 at point 4.14 for second grade of senior high school as cited in Sundiawan (2013) and one of them is the students are able to catch the meaning of the text. Secondly, the students are able to write out the content of the text together with their friends by paying attention to the content, vocabulary, and grammatical structure.

2.11 Hypothesis

Based on the theories and assumption above, the researcher proposes two hypotheses in this research as follows:

1. There is an effect of small group discussion in reading class on students' reading comprehension.
2. Vocabulary, topic (background knowledge), phrase, sentence, and reference are the difficulties that the students face on comprehending a text.

III RESEARCH METHOD

This chapter discusses research design, population and sample, variable, instrument, criteria of good test, research procedure, data analysis, data treatment, hypothesis testing. The explanations of the subtopics are presented as follows:

3.1 Design

This study was considered as mixed methodology design because it combined two methods between quantitative and qualitative researches. According to Bryman as cited in Setiyadi (2006:9) the combination between quantitative research and qualitative research is done since the research tends to get result that is oriented with the process (qualitative) and product (quantitative) in one study. The first objective of this study is to find out whether there is an effect of small group discussion in reading class on students' reading comprehension. To achieve this objective, the researcher would focus on the result of the test (pretest and posttest). Then, the last objective of this research is to find out the students' difficulties on comprehending a text. To specify, the present study was an observational case study as the objectives could be achieved through observation. An observational case study is a study that focuses on a particular organization or

some aspects of the organization, like a specific group of people (Bogdan and Biklen, 1982).

In addition, this research was contextual research. It is done in a situation where the subject of the research study is in a normal situation (Setiyadi, 2006). The design in this research based on quantitative research was *one group pretest-posttest design*. The researcher took one class as an experimental class where the students were given pretest (T1) before the treatment and in the end, a posttest (T2) was conducted. The research design was presented below:

T1 X T2

T1 : Pretest

T2 : Posttest

X : Treatment (teaching reading comprehension)

(Hatch and Farhady, 1982:20 in Setiyadi 2006:44)

In the first activity, the researcher administered pretest to the experimental class in order to find out the students' reading comprehension skill before they got treatment. In this case, the researcher conducted the treatment two times in teaching reading comprehension to the students. Posttest was administered to the experimental class in order to find out the result of the treatment.

3.2 Subject

The population of this research was the second grade students of SMAN 1 Kalianda in even semester academic year of 2015/2016. There were eight classes that were divided into two divisions: science class and social class. Each division consisted of three classes for science and five classes for social. Then, there were 24 students in each class. The class was selected randomly because there was no priority class. For the sample of this research, XI MIA 2 was chosen by using lottery random sampling. The goal of lottery random sampling is each member of the population has an equal chance of being chosen and in order to avoid the subjectivity in the research (Setiyadi, 2006).

3.3 Variables

Variable is a character of a group of people, their behavior, or the variant environment of one individual to others (Setiyadi, 2006:201). In order to assess the influence of the treatment in research, variables were defined as dependent and independent variables. Dependent variable is a variable that the researcher observed and measured to determine the effect of the independent variable. Independent variable was the major variable that would be investigated. This research consisted of the following variables:

- 1) Students' reading comprehension was considered as a dependent variable (X) since this variable was measured to determine the effect from the independent variable.
- 2) Small group discussion functioned as independent variable (Y) because this variable could influence or have effect to the dependent variable.

3.4 Instrument

In this section, there were explanations about the instruments that were used in this research. The explanations could be seen below

- **Reading Comprehension Test**

Producing a text in Indonesian language was an instrument that was used as reading comprehension test. The students would be asked to produce hortatory exposition text in Indonesian language based on their understanding of the text in English language and the title of the text was “**Indonesian People Should Value Different Culture**” meanwhile in Indonesia the title was “**Masyarakat Indonesia Seharusnya Menghargai Keberagaman Budaya**”. This text consisted of 187 words. This test was used to determine whether the students had comprehended the content of the text or not.

- **Interview**

Interview was an instrument that was used in order to investigate the difficulties that the students might face on comprehending a text. Three students of twenty-four students randomly would be chosen as the interviewees by the researcher. These three students were assumed that they had represented all students in class. There were six questions that would be asked to the interviewees and these questions were arranged based on reading problems that were proposed by Sutarsyah (2013).

3.5 Research Procedure

In this sub chapter, the researcher would explain the research procedure. There were two steps in research procedure: planning and application.

3.5.1 Planning

1. Selecting population and sample for getting appropriate test items.
2. Preparing the pretest for reading comprehension where the students had to translate a text from English to Indonesia. This was done in case to find out the students' ability in reading comprehension.
3. Interviewing, the researcher would interview the students in order to find out the difficulties that the students faced on comprehending the given text.
4. Analyzing the result of the interview and also the pretest.
5. Preparing the lesson plan, the researcher prepared the lesson plan in order to make the limitation and to investigate what the material that was needed in the teaching process.
6. Determining the material to be taught, the researcher determined the material that would be taught to the students. The material related to curriculum-based competency, for second year, in the second semester.
7. Giving treatment, in this step the students were being taught reading comprehension by applying small group discussion technique. The researcher would give treatment two times.
8. Preparing posttest, after giving treatments, the researcher conducted posttest in order to find out whether there was any effect or not.

9. The researcher would calculate and compare students' scores from the pretest and posttest.

3.5.2 Application

After making a plan, the researcher applied the research procedure that had some steps as follows:

1. In the first meeting, the researcher conducted the pretest. She administered the test papers (reading).
2. The researcher scored the students' worksheet.
3. The researcher also interviewed the students and the finding of the interview would be used as a guidance in teaching reading comprehension through small group discussion so that the use of small group discussion would minimize those problems and improve students' reading comprehension.
4. After giving interview, the researcher gave two times of treatments.
5. In the last meeting, the researcher conducted posttest in order to find out the appropriate data for answering two research questions.
6. In this step, the researcher calculated and compared students' scores from the pretest and posttest.

3.5.3 Procedure of Teaching Reading Comprehension Using Small Group Discussion

Pre-Teaching

1. First of all, the students are divided into groups consisting of three members or four.
2. The teacher distributes picture to every group.

3. Then for brainstorming, the teacher asks the students to discuss with their friends what they see from the picture.

Please discuss with your friends what picture tries to show!

4. Next, the students are asked to give their opinion about different culture and tolerance.

Please tell your friend and me about your opinion related to the picture!

5. After that, the teacher explains to the students what the picture is trying to show

Whilst-Teaching

6. Then, the teacher gives a text where there is the same picture on the text as before and asks the students to read the text for 5 minutes.

Please read the text carefully!

7. After that, every representative of group is asked to explain the content of the text with their own word.

Please tell us what is the content of the text!

8. Next, the teacher explains to the students about the content of the text.

9. Then, the students are asked to find two specific information or arguments that support the title of the text. Nevertheless, the teacher gives the example first so that the students would not be confused

Please find two arguments that support the title!

10. In this step, the teacher asks the students to find the difficult words from the text and find their meanings.

Now, please find difficult words from the text and their meanings!

11. Besides, the students are asked to find the reference of the word. However, the teacher would give the example of the reference first.

Please find a word and its reference!

For example based on the text the reference of them is Indonesian people

12. Afterwards, the teacher asks the students to find difficult phrase or sentence from the text by underlining them and then discuss the meanings of sentences or phrase with their group.

Please find difficult phrase or sentence from the text and discuss the meanings of them with your group!

13. After they have found difficult words, phrases, and sentences the teacher asks every group to present his or her group's discussion in front of the class.

After you have done those tasks, please present your discussion in front of the class starting from the first group!

14. Next, the teacher and students together discuss those tasks

15. The teacher once again asks the students to read the text and match the meaning of words, phrases, and sentences with what has been discussed.

Please read the text once again and match the meaning of the word with what has been discussed before!

16. Then in this step, the students are asked to produce the same text by changing its language. In doing this task, the teacher gives 15 minutes for the students to do it and the students are asked to discuss the meaning with their friends.

Please change the language in the text from English into Indonesia!

17. After the students have finished the task, the teacher together with the students discusses the meaning of the text in Indonesia.

18. Then, the teacher explains to the students type of the text that they have just learnt

Type of the text that you have just learnt is hortatory exposition text. The purpose of the text is usually to persuade the reader that something should be done or not.

Post-Teaching (5 minutes)

19. First of all, the teacher asks three students about the content of the text.

What is the content of the text that we have just learnt?

20. Then, the teacher re-explains what they have just learnt

21. For the homework, the students are asked to once again to change the language of the text individually.

3.6 Data Collecting Technique

In collecting appropriate data, the researcher would apply two data collecting techniques for answering two research questions of this research as follows:

1) Test

Test here referred to reading comprehension test where the students should produce hortatory exposition text in Indonesian language based on their understanding of the text in English language.

On the other hand, to collect the appropriate data for answering the second research question, the researcher would interview the students. The explanation can be seen below:

2) Interview

In obtaining the important data related to the difficulties; the researcher would interview three students. There were six questions that should be answered by the students and those questions perhaps were able to reveal the difficulties that the students faced on comprehending the text.

3.7 Criteria of Good Test

3.7.1 Validity

A test is considered valid if the test measures the object and the object is suitable with the criteria. Then, validity of the test is the extent to which it measures what it is supposed to measure. It means that the test should be measured every item that included in one aspect that would be measured.

There are five types of validity (Setyadi, 2006:22). The first one is face validity that concerns with the layout of the test. Content validity represents the materials to be included and predictive validity concerns in measuring the success for the future. In case, construct validity concerns in measuring specific characteristic in accordance with a theory of language learning and concurrent validity is related to measuring how far the new measurer test is able to be correlated with the valid measurer test.

a. Content Validity of Reading Comprehension Test

Content validity is the extent to which the test measures a representative sample of the subject matter content. In order to meet this validity the researcher

has to see all indicators of the items in test and analyze them thoroughly whether the test is good reflection of what has been taught or not (Setiyadi, 2006:22). To get the content validity of reading comprehension, the researcher tried to arrange the materials based on the standard competence in syllabus for second grade of senior high school students. Based on *curriculum* 2013 for second grade of Senior High School as cited in Sundiawan (2013), there were two indicators of successful reading and one of them was the students are able to catch the meaning of the text. Secondly, the students are able to write out the content of the text together with their friends by paying attention to the content and vocabulary. Furthermore, the test would reflect the generic structure of hortatory exposition text such as thesis, argument, and recommendation.

b. Construct Validity of Reading Comprehension Test

To make sure the test reflected the theory in reading comprehension, the researcher examined whether the test actually reflected the means of reading comprehension or not. The validity of the instruments was referred to the content and constructs validity in which the test represented five factors of reading problem: background knowledge, sentence, phrase, vocabulary, and reference.

On the other hand, since this research used two different instruments, then validity of the interview would differ from reading comprehension test. In qualitative research, concept of validity were more related to the collected data so that researchers were always trying to make the collected data authentic (Setiyadi, 2006:29). Validity of the interview can be seen below.

Validity of the Interview

To get the content validity of the interview, the researcher provided six questions in which these questions would be able to reveal difficulties that the students face on comprehending a text based on reading problems from Sutarsyah (2013).

3.7.2 Reliability

- Reliability of Reading Test

In measuring the reliability of reading test, the researcher uses interrater reliability in scoring the students' work. It refers to the concern that students' scores may vary from rater to rater.

After calculating the students' reading score, the researcher calculated the data by using rank order formulation to test the reliability of the device. Reliability is the measure of how stable, dependable, trustworthy, and consistent a test is in measuring the same thing each time (Worthen et al, in Wulandari D, 2012). In fact, the researcher used rater in scoring the students' reading comprehension test.

The formula is:

$$r = 1 - \frac{6 \sum D^2}{N(N^2 - 1)}$$

Notes:

r = Rank difference

$\sum D$ = Total score of odd number

N = Number of Students

(Harris, 1974:142)

The criteria of reliability are:

- Reliability range from 0.81 up to 1.00 is very high
- Reliability range from 0.61 up is high
- Reliability range from 0.41 up to 0.60 is average
- Reliability range from 0.21 up to 0.40 is low
- Reliability range from 0.00 up to 0.20 is very low

In addition, in scoring the students' worksheet, two raters were used in this research. Scoring rubric was made as guidance for the raters to score the worksheet. The scoring rubric could be seen below:

Scoring Rubric (Rubrik Penilaian)

No	Rentang Nilai	Pemahaman Makna	Pengetahuan dan pemahaman kosakata dalam bahasa Indonesia	Ejaan dan tanda baca	Nilai
1	10-31	Pemahaman akan isi teks masih sangat lemah sehingga penggambaran akan isi teks tidak jelas	Pengetahuan akan kosakata masih sangat lemah sehingga penggambaran akan isi sulit untuk dipahami	Seringnya terjadi eror dalam tanda baca dan ejaan	
2	32-51	Pemahaman masih lemah serta belum dapat menggambarkan isi teks dengan cukup jelas	Pengetahuan akan kosakatanya masih lemah sehingga masih sulit untuk dipahami	Terdapat kesalahan dalam ejaan. Kurangnya kebiasaan terhadap penggunaan tanda baca	
3	52-71	Masuk akal akan tetapi masih terdapat beberapa kalimat yang sulit untuk dipahami	Pengetahuan kosakatanya layak namun masih ada beberapa yang belum dapat menggambarkan isi teks dengan jelas	Terdapat beberapa ejaan yang eror. Penggunaan tanda baca tidak selalu tepat.	
4	72-81	Pemahaman akan isi teks baik dan sebagian besar gambaran akan isi teks sudah cukup jelas	Pengetahuan kosakatanya baik. Paraphrase terkadang digunakan akan tetapi maknanya masih sulit dipahami	Minimnya kesalahan dalam ejaan dan penggunaan tanda baca yang kompeten	
5	82-100	Pemahamannya sangat baik sehingga dapat menggambarkan isi teks dengan sangat jelas	Pengetahuan kosakata sangat baik serta paraphrase yang jelas sehingga makna yang digambarkan mudah dipahami	Tidak adanya kesalahan dalam tanda baca. Penggunaan tanda baca yang sangat baik	
Jumlah					

Taken and adapted from a website

<https://www.scribd.com/doc/159916479/Translation-Evaluation-Rubric>

On the other hand, the reliability of the interview differed from the reading test because interview was used to find out the difficulties that the students might face on comprehending a text. The reliability of the interview could be seen below.

- **Reliability of the Interview**

In qualitative research, one of the ways that can be done by the researchers to maintain the consistency of the collected data is the researchers can use triangulation method. Triangulation method refers to combining two different data collecting technique (Setiyadi, 2006:30). To maintain the consistency of the collected data, the result of the interview was combined with the result of the reading test from the pretest and posttest.

3.8 Data Analysis

To analyze different data that were got through different instruments, there some steps are done through the following steps:

- Data Analysis for Test

1. Scoring the Students' Worksheet

Each rater scored the students' worksheets from the pretest and posttest.

2. Shorting

Students' scores from the pretest and posttest were shorted from the lowest scores to the highest scores.

3. Comparing

After the students' scores from the pretest and posttest were shorted, then the students' scores from the pretest were compared to students' scores from the posttest to see if there is a difference.

4. Interpreting the Result

In this step, the result that was obtained after comparing the scores from the pretest and posttest were interpreted. This was done in order to investigate whether the result was able to show that students' reading comprehension had increased after being taught by using small group discussion.

On the other hand, to analyze the difficulties the researcher applies interview. The steps of data analysis of the interview could be seen below.

- Data Analysis for the Interview

1. Classifying the Question

There were six questions in the interview in which each question was intended to get different answer namely vocabulary, sentence, phrase, background knowledge, and reference.

2. Interview

In this step, three students would be chosen randomly and they would be asked six questions in order to find out the difficulties that they might face on comprehending a text.

3. Analyzing the Result of the Interview

The result of the interview was analyzed in order to find out whether there were similarities or distinctions between the students' answers. Then, the theory that was proposed by Sutarsyah (2013) was used in analyzing students' answers.

4. *Interpreting the Result*

The result of analysis then was interpreted to find out why the students face those problems and use the interpretation to find a better way to solve them.

3.9 Hypotheses Testing

There are two hypotheses testing in this research that are divided into hypothesis for the first research question and hypothesis for the second research question. The hypotheses are drawn as follows:

Hypothesis for the first research question

1. There is an effect of small group discussion in reading class on students' reading comprehension. The formula for the first hypothesis is drawn below

H_0 : There is no effect of small group discussion in reading class on students' reading comprehension.

H_1 : There is an effect of small group discussion in reading class on students' reading comprehension.

(Hatch and Farhady, 1982)

The criteria for accepting the hypothesis were as follows:

H_0 was accepted if the t-value is lower than T-ratio.

H_1 was accepted if the t-value is higher than T-ratio.

Hypothesis for the second research question

2. The difficulties that the students face on comprehending a text are vocabulary, topic (background knowledge), phrase, sentence, and reference.

V CONCLUSIONS AND SUGGESTIONS

This final chapter presents the conclusion of the research findings and suggestions that might contribute for further research and teacher related to the effect of small group discussion in reading class on students' reading comprehension.

5.1 Conclusion

Referring to the findings and discussions of the research on the previous chapter, the researcher comes to the following conclusions.

1. Small group discussion technique can significantly improve students' reading comprehension. It can be seen from the improvement of mean score from pretest and posttest that is 15.375 (from 69.79 to 85.16). Then, t-value is higher than t-table ($10.270 > 2.032$). Therefore, the null hypothesis (H_0) is rejected and the research hypothesis (H_1) is accepted. Furthermore, the improvement of students' reading comprehension also can be seen from the students' success in achieving two indicators of successful reading that is catching the meaning of the text and writing the content of the text by paying attention to content and vocabulary. Thus, it

can be concluded that small group discussion is a suitable technique which can improve students' reading comprehension.

2. The difficulties that the students face on comprehending a text are comprehending difficult vocabulary, phrase, sentence, topic, and identifying reference. However those difficulties are considered to be less disruptive and difficult to be resolved. The implementation of small group discussion in teaching reading comprehension is able to overcome the difficulties since this technique provides opportunities for students to share, compare, discuss, and unite their opinions with other members in same group when they try to comprehend the content, certain vocabulary, difficult phrase and sentence, and reference. In brief, small group discussion is an effective technique that can solve problems in reading comprehension.

5.2 Suggestion

Referring to the conclusion above, the researcher's suggestion can be listed like the followings:

1. Suggestion for further Research

- a. This study was conducted in intermediate level therefore the further research can focus on finding the effect of small group discussion in reading class on students' reading comprehension in different level such as basic or pre-intermediate level.
- b. Since this study used hortatory exposition text for students' reading comprehension test the next research is suggested to have reading

comprehension tests in different type of texts, such as report text, analytical exposition text, or recount text.

- c. For further research, it is suggested to apply observation sheet in collecting data related to students' enthusiasm when small group discussion is being implemented in teaching learning process in order to see whether the students' enthusiasm is high or low. Since this study only used test and interview, the students' enthusiasm could not be observed and proved scientifically although during the implementation of the technique, the students' enthusiasm was high.
- d. Interview is considered as an important instrument that should be carried out by the further research in order to find out students' response towards small group discussion technique whether they agree or not with the use of the technique after it has been implemented.

2. Suggestion for English Teacher

- a. In teaching reading comprehension through small group discussion, it would be better if the teacher gives more reading comprehension tasks, such as finding synonym or antonym because this study only used four tasks: comprehending vocabulary, phrase, sentence, and finding reference. This is intended to maintain students' concentrations so they would not get easily distracted after they have done the first task, for example comprehending vocabulary.
- b. Asking students to choose their group members was not effective since they preferred to discuss about unrelated topic. It would be better if the

teacher determines the group members according to students' numbers or genders.

- c. The teacher needs to manage the time effectively for every single task in terms of comprehending vocabulary, phrase, sentence, and finding specific information. This is intended for the students not to waste their time.

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