

**IMPROVING STUDENTS' READING COMPREHENSION THROUGH
SMALL GROUP DISCUSSION USING NARRATIVE TEXT AT THE
EIGHT GRADE STUDENTS' OF SMPN 18 BANDAR LAMPUNG**

(A Script)

By

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FACULTY OF TEACHER TRAINING AND EDUCATION

LAMPUNG UNIVERSITY

BANDARLAMPUNG

2019

ABSTRACT

IMPROVING STUDENTS READING COMPREHENSION THROUGH SMALL GROUP DISCUSSION USING NARRATIVE TEXT AT THE EIGHT GRADE STUDENTS OF SMPN 18 BANDAR LAMPUNG

By

Hanny Putri Kyawardani

Reading is one of most complicated language skills. In fact, reading is a crucial language skill because through reading we can discover new knowledge. There are 5 main aspects in reading such as determining main idea, finding specific information, finding reference, finding inference and vocabulary. In school, students reading comprehension was low because of inappropriate teaching technique. Then, this research used small group discussion technique in teaching reading.

Due to the case stated earlier, the aim of this research is to find out whether there is significant differences after being taught through small group discussion technique, and to find out what aspect that improves the most. This research used one group pre-test and post-test. The sample of this research was 8H students at SMPN 18 Bandar Lampung. The instruments were pre-test and post-test. The data were analyzed using repeated measure T-test which the significance level was determined by $t\text{-value} > t\text{-table}$.

Evidently, the result of this study showed that there is significant differences of students' reading comprehension after being taught through small group discussion technique where the $t\text{-value}$ was higher than $t\text{-table}$ ($11.107 > 2.051$). Determining main idea was the aspect that improved the most after implementing small group discussion technique. It is proved that small group discussion technique improves students reading comprehension. Furthermore, during implementing small group discussion technique, there were some problems such as the class situation was not conducive, limited time allocation, and the lack of students' knowledge. The hypothesis in this research was accepted. In summary, small group discussion technique can be used to improve students reading comprehension.

Keywords: small group discussion, reading comprehension, teaching reading, main idea, students' improvement

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EIGHT GRADE STUDENTS' OF SMPN 18 BANDAR LAMPUNG**

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A Script

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The Faculty of Teacher and Education



FACULTY OF TEACHER TRAINING AND EDUCATION

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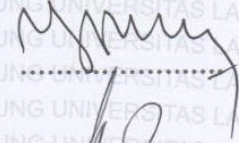
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Menyatakan bahwa skripsi ini adalah hasil karya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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Hanny Putri Kyawardani

CURRICULUM VITAE

Hanny Putri Kyawardani was born on March, 1st 1997. She is the first child from an easygoing couple, Heru Priwardana and Siti Makiah. She only has one younger brother named Rivan Tjakra Wardana.

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MOTTO

“The future belongs to those who prepare for it today”

(Malcolm X)

DEDICATION

By the name of Allah Subhanahu Wa Ta'Ala who blesses my life until an unspecified time, this script is proudly dedicated to:

My heartwarming parent: Papa Heru Priwardana and Mama Siti Makiah.

My not so little annoying brother: Rivan Tjakra Wardana

My moodbooster companions

My pals of English Department 2015

My Almamater, University Of Lampung

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The writer would like to express her gratitude and honor to all those who helped, and supported the writer to completing this work. The writer would like to acknowledge her gratefulness to her to all those who helped and supported the writer in completing this work. The writer would like to acknowledge her sincere gratefulness to her supervisor committee, Drs. Hery Yufrizal, M.A., Ph.D., as her first advisor and Drs. Basturi Hasan, M.Pd as her second advisor, who have given assistance, knowledge, suggestions, encouragement and valuable guidance during the process of accomplishing the writing. Her sincere thankfulness also goes to Prof. Dr. Cucu Sutarsyah, M.A., who has given constructive suggestions and encouragement for the betterment of this script.

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Finally, the writer expects that this work will be meaningful to readers and will be beneficial as a reference for other researchers who want to conduct similar research.

Bandar Lampung, 25 Juni 2019

The writer,

Hanny Putri Kyawardani

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I. INTRODUCTION

This chapter discussed the introduction of this research which dealt with several points i.e., a background of the problem, research questions, objectives of the research, uses of the research, scope of the research and definition of terms that are used in this research.

1.1. Background of the Problem

It is unquestionable that English has an important role in International language. This stands to reason for English has many interrelationships with various aspects in communicate with people. As it can be seen now, the more modern technology has, the more use of international language is needed. For this very reason, we have to learn and master many aspects of English, such as language skills, for example reading, writing, speaking, and listening skills, and also linguistics aspects such as, grammar, vocabulary, morphology, phonology, phonetic, semantics and pragmatics.

Now, it goes without saying that reading comprehension is naturally complex; particularly, learning English skills called reading comprehension. This is reasonable because(Tarigan, 1990:7) argues that reading is a process that is carried and used by readers who want to get the message delivered by the author through the medium of words or written language.

For this reason, by reading, we can get information that we want, especially from the internet, books, or magazines. In terms of skills, reading has two types: (1) macro skills and (2) micro skills.

It now appears that reading is a crucial language skill because through reading we can discover new knowledge. Books, magazines and even the internet are great learning tools which require the ability to read and understand what reading is. Therefore, a person who knows how to read can educate themselves in any area of life they are interested in. As a result, they can explore someone's knowledge by their own words.

It is true that now we live in an age where we overflow with information, certainly reading is the main way to take advantages of it. In point of fact, some sources, books, journals and internet are written in English.

Reading, among other skills is one of crucial target that refer to understanding what is being read. Logically, an activity related to this, according to (Rahemi, 2013) states that readers usually make use of background knowledge, vocabulary, and grammatical knowledge, experience with text and other strategies to help them understand written text.

More operationally, in terms of reading aspects the competence that students should master is concerned with types of text: first is interpersonal, it means that skill refers to our ability to get along with others. Second is relating to the formation of ideas or concepts. The last is, textual in exhibition of written texts whether it is interactional or monologue means that students are able to retell the text which is commonly in the form of descriptive, narrative, recount/spoof, procedures, reports, news items, anecdotes, exposition, explanation, discussion, commentary, and reviews.

In line with previous description of reading aspects, according to (Primarini, 2016), although some students obtain a good score in doing a test it did not prove that they comprehend the text. The students might consider that; understanding the meaning of the text was not necessary as long as they can get a good score in a test. In contrast, it is the fact that students are not interested in reading. Of course they are not able to read a long passage. (Sutarsyah, 2013) states that there are several factors that become the main problem which is commonly faced by the students during reading comprehension process such as, vocabulary items, grammatical, reference, and background knowledge problems. These problems are basically assumed as the main factors that make the student fail to comprehend the text.

In reference to the previous matters, a pre-observation activity conducted in SMPN 18 indicated that students' skill experienced certain difficulties in their reading practices. Students' reading comprehension was low. Results of the interview with the teacher, appealed that the score of students' reading test was only in the minimal standard. This situation happened because the students were not curious in understanding and learning the text. The teacher used a taking note method. Teacher does not explain the material completely, teacher relies on the note. Consequently, students had difficulties in understanding and comprehending the text. The students found it hard to understand the content of the text. It reveals that students' had difficulties to deal with vocabulary, finding reference, and understanding the content of the text.

The previous research conducted by (Siswanti, 2012) shows that many factors that cause students' find it difficult to understanding reading text. The factors are as follow: first, the students' did not have enough vocabulary. Second, the students did not feel enthusiastic and were not interested in joining the reading class. The

last, the students did not use the opportunity to share or discuss what they have read with their friends because they studied reading text individually.

The second previous research was conducted by (Durryah, 2017) whose research entitled "*The Effectiveness Of Using Small Group Discussion On Students' Reading Comprehension Of Recount Text*", showed that students' difficulties are to get the main idea and supporting detail of recount text. Then, students could not identify the generic structure of the text well. Moreover, cause of the problems above, the student get low participation and motivation in learning recount text.

Unquestionably, those problems above require a teacher to find a suitable and an appropriate technique in order to solve those reading problems. In this case, the researcher chose small group discussion technique, one of the effective techniques that can be applied to increase student's reading comprehension achievement. This technique was chosen because this technique is simply understood for the students to learn.

More importantly, small group discussions were interactive, friendly, innovative, and building interaction between teacher and student. Small group discussion increased their thinking process and helped them in better communication. 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, (Brown, 1988) says that the students are more confident to give opinion in each of their small group. 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 to be able to improve students' reading comprehension and solve reading problems.

Presumably, based on research, small group discussion technique is appropriate for teaching reading especially in narrative text. This technique can improve students' reading achievement. Thus, the title of this research is "Improving Students' Reading Comprehension Through Small Group Discussion Using Narrative Text at The Eight Grade Students of SMPN 18 Bandar Lampung".

1.2. Formulation Problems

In relation to the background of the problem above, the researcher formulated the problems as follows:

1. In general, is there any significant difference of students' reading comprehension after being taught through small group discussion technique using narrative text?
2. Specifically, which aspect of reading improves most after the implementation of small group discussion technique in terms of macro skills?

1.3. Objectives of the Research

With regard to the problems above, the objectives of this research were as follows:

1. To find out whether there is significant difference of students reading comprehension after being taught through small group discussion technique using narrative text.
2. To find out what aspects of reading that will improve the most after the implementation of small group discussion technique in terms of macro skills.

1.4. Uses of the research

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.

1.5. Scope of the Research

This research was quantitative. In nature, purposely it was conducted in the second grade student's of SMPN 18 Bandar Lampung. This class was chosen since the students had already studied 1. grammar 2. vocabulary 3. certain language skills which affect reading skills. This research focused on using small group discussion technique. This research focused on finding out whether there is a significant difference of students reading comprehension or not. The last focus is to find out what aspects that will improve the most after being taught by small group discussion technique. Narrative text used as the material of the learning process. The topics can be a fable, legend or fairytale which are taken from the internet. Specifically in this research, reading skill was analyzed in terms of macro skills. In this case, the students were guided by means of applying five aspects of reading, such as finding the main idea, finding specific information or part of text, finding reference, finding inference, and vocabulary.

1.6. Definition of Terms

In this research, there are several definitions of terms that should be taken into account as follows:

1. Reading Comprehension. This language skill is the ability of readers to understand the surface and the hidden meanings of the text.
2. Macro Skills. This skill refers to the primary, key, main, and the largest skill set relative to a particular context.
3. Small Group Discussion. This strategy is a simple dual guide to identifying individual elements within contributions and their level of critical thinking and how they interact (collaborate) with the wider cohort.
4. Narrative text. This text is a story with complication or problematic events and it tries to find the resolutions to solve the problem.
5. Discussion Technique. This technique is a variety of forums for open-ended, collaborative exchange of ideas among a teacher and students or among students for the purpose of furthering students thinking, learning, problem solving, understanding, or literary appreciation.
6. Improvement. This idea denotes students' effort to achieve better results than the previous achievement.

There are an explanation about background of the research, research questions, objectives of the research, uses of the research, scope of the research, and definition of terms. The explanation uses as the main problem why the researcher conducts the research.

II. LITERATURE REVIEW

In this chapter, the researcher discussed the terms related to the study, they are: previous research, concept of reading, aspect of reading, teaching of reading comprehension, technique in teaching reading, small group discussion technique, advantages and disadvantages of small group discussion technique, procedures, theoretical assumption and hypothesis.

2.1 Analysis of Previous Studies

In terms of small group discussion technique in teaching reading, there are several studies proved that small group discussion technique is effective in increasing the students' reading comprehension. More specifically, the previous studies will be further described below:

First research was conducted by (Siswanti, 2012). This study—based on the authentic data—proved that the implementation of small group discussion technique was able to improve students' reading comprehension. This is true because, the result of the research indicated that the use of SGD improved students' reading comprehension skills. To put it another way, the students' reading comprehension improved significantly in accordance with the computation of the final test scores. Evidently, their main score of five indicators were above the minimum standard of total score (70). It means that all students are successful in understanding of five indicators of reading comprehension.

Second study done by (Durryah, 2017) whose the research entitled “The Effectiveness of Using Small Group Discussion on Students’ Reading Comprehension of Recount Text”. In this case, the results of her research showed that small group discussion can be effectively used to teach reading. Thus, this also proved that the result of analysis data increase students’ reading comprehension. In other word, small group discussion technique was effective to be applied in teaching the concept. In the sake of brevity, it can be in target language.

With regard to the previous studies, this research is intended to study further whether or not small group discussion technique can improve the students’ reading comprehension.

2.2 Concept of Reading Comprehension

As stated earlier, reading is an activity of getting information from the text. In this subchapter, the researcher will explain the definition of reading according to two different experts; they are Aebersold and Field and Kazemi. The first definition of reading is from Aebersold and Field. According to (Aebersold and Field, 1997), 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 a reader’s mental or process of mind activity in trying to interpret the perception of symbols that present language. Besides, in this definition, there are two necessary entities for the process: the text and the reader.

According (Kazemi, 2013), reading is considered as an active process where the readers utilize their cognitive and mental capacities to figure out the internal meaning of the text. It is an interaction between the reader and the writer who has tried to convey a message to its readers. Therefore, in this process, the readers should be provided with instructional opportunities that allow them to successfully derive the meaning intended by the writer.

For the sake of brevity, from the definitions above, it can be inferred that reading is an interactive and a complex thought process of transferring printed letters into meaning in order to communicate certain message between the writer and the reader. In reading actively, a reader brings her or his background knowledge, emotion, and experience to construct his or her idea in understanding the meaning of the text.

To put in another way, reading is not only an activity to interpret the written text, but also the readers need to comprehend the material too. According to (Harris, 1995) define reading comprehension as the construction of the meaning of a written text through a reciprocal interchange of ideas between the reader and the message in a particular text. It means that in reading comprehension the readers have to construct the meaning of written text by substituting ideas between the reader and the message in the text.

In addition, reading comprehension as the ability of readers to understand the surface and the hidden meanings of the text. With reference to definitions above, it can be said that reading comprehension is readers' ability in getting meaning or understanding what the reader has been read from the content of the text. Besides, reading comprehension also can be said as the reader's ability to understand hidden meanings from the text.

Thus, comprehend reading text is not easy as we think. The readers need some micro and macro skills to comprehend the text. This is reasonable since Brown (2004: 187-188) proposes reading skills which are divided into two skills: 1) micro skills, and 2) macro skills.

2.2.1. Micro Skills

Reading is a receptive skill like listening. Experienced, and effective readers are different from inexperienced readers cause of they vary their approach

appropriately to the material they are reading and to their purpose. Obviously, reading at a beginner level uses certain fundamental skills that will be used in every application. These fundamental skills will be used at the same time as ones on a more advanced level. Here is the passage used to analyze micro skills using a selected passage.

The Gingerbread Man

A long, long time ago an old woman and an old man lived a quiet life in a small cottage by the river. One day the woman decided to make a gingerbread man for them to eat. She mixed flour, butter, and eggs in a bowl and then she rolled out the dough carefully. She then cut out a lovely gingerbread man and gave him blueberries for his eyes and buttons and icing for his mouth and clothes.

The woman put him in the oven to bake. Soon enough, he was ready and the woman opened the oven door, but the Gingerbread man jumped out of it. "Don't eat me!" he shouted in terror and ran out of the window. The woman and the man started chasing after him. "Stop! Stop!" they shouted, but he was faster than they were. "Run, run, as fast as you can! You can't catch me, I'm the Gingerbread man," he laughed and kept running.

As he was running, he came across a pig. The pig tried to take a bite out of him but once again the Gingerbread man was faster. "Run, run, as fast as you can! You can't catch me, I'm the Gingerbread man," he said and carried on running. The pig joined the chase and now the old woman, the old man, and the pig were running after him. But the Gingerbread man was faster.

It was not long before the Gingerbread man came across a horse. "Stop, little man! I want to eat you!", the horse said, but the Gingerbread man out ran him too. "Run, run as fast as you can! You can't catch me, I'm the Gingerbread man!" The horse joined the old woman, the old man, and the pig, but the Gingerbread man only laughed at them.

He kept laughing until he reached the river banks. "Oh, no! Now they will get me and eat me! If only I could cross the river," he thought. Suddenly a fox snuck up to him. "Please, don't eat me," cried the Gingerbread man. "I won't eat you," the fox promised. "I just want to help you! Jump on my back and I will swim across the river and you will be safe."

The Gingerbread man had no other choice. He jumped on the fox's back and they crossed the river easily and safely. As soon as they stepped onto dry ground, the Gingerbread man thanked the fox. But a second later the fox opened his mouth and gobbled up the Gingerbread man.

(Source: taleswithgigi.com)

Conceptually, if the passage is analyzed using micro skills; then, it should be as follows:

1. Discriminating among the distinctive graphemes and orthographic patterns of English. A grapheme is a letter or a number of letters pattern that represent a sound (phoneme) in a word. English has a complex code in which 1-4 letter graphemes can represent 1 sound. In my opinion, the example of 1 letter grapheme: *c u t* (verb) e.g, the boys *cut* the grass and the girls plant the flower. The sound /k:/ is represented by the letter 'c'.
2 letter grapheme: *e n o u gh* (adjective), e.g, this stairs is not long enough. The sound /f:/ is represented by the letters 'g h'. Then, an orthographic is the set of symbols used and the rules about how to write these symbols. Here is the example of the word *pig* /p'g/ (countable noun), e.g, the farmer have 3 pigs in his cage. This word consists of three letters (p), (i), and (g), in which (p) represents the sound /p/, (i) the sound /i/, and (g) the sound /g/. This typical aspect of reading is crucial in reading especially at the beginning level.
2. Retaining chunks of language of different lengths in short-term memory. In studies of language acquisition, chunks of language are several words that are customarily used together in a fixed expression, based on my opinion, for example: "*I'm the gingerbread man*" he said.
3. Recognizing a core of words, and interpret word order patterns and their significance. A core word is a set of words that a student is expected to be able to read and spell. Here is the example of a core word in the text above: *she, they, man, pig*, e.g, The Gingerbread *man* had no other choice.
4. Recognizing grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization) patterns, rules, and elliptical forms. For example, in the text above "*The Gingerbread Man*", *Gingerbread* is a

noun, *decided* is a verb, *faster* is an adjective, *very* is an adverb of degree, *he* is a pronoun, *in* is a preposition, *and* is a conjunction, *the* is a determiner.

5. Recognizing that a particular meaning may be expressed in different grammatical forms. For example, word forms *cap*, *caps* have the same lexical meaning and have different grammatical meanings. They constitute a lexeme (about this sound pronunciation). Word forms *cap* and *bag*, the same grammatical meaning and have different lexical meanings. They constitute a gramme (a categorical form, a form class), e.g, I have two caps and one bag.
6. Recognizing cohesive devices in written discourse and their role in signaling the relationship between and among clauses. Here are the cohesive devices in pronouns, *he*, *she*, *it*, *they*, and *we* are useful pronouns for referring back to something previously mentioned, for example: “*One day the woman decided to make a gingerbread man for them to eat. She mixed flour, butter, and eggs in a bowl.*” The words underlined are the cohesive devices in synonym and pronouns.

However, as pointed out earlier, this study merely focuses on macro skills.

2.2.2. Notion of macro skills

To be more concrete, here is the passage used to analyze macro skills using the passage.

The Gingerbread Man

A long, long time ago an old woman and an old man lived a quiet life in a small cottage by the river. One day the woman decided to make a gingerbread man for them to eat. She mixed flour, butter, and eggs in a bowl and then she rolled out the dough carefully. She then cut out a lovely gin-

gerbread man and gave him blueberries for his eyes and buttons and icing for his mouth and clothes.

The woman put him in the oven to bake. Soon enough, he was ready and the woman opened the oven door, but the Gingerbread man jumped out of it. "Don't eat me!" he shouted in terror and ran out of the window. The woman and the man started chasing after him. "Stop! Stop!" they shouted, but he was faster than they were. "Run, run, as fast as you can! You can't catch me, I'm the Gingerbread man," he laughed and kept running.

As he was running, he came across a pig. The pig tried to take a bite out of him but once again the Gingerbread man was faster. "Run, run, as fast as you can! You can't catch me, I'm the Gingerbread man," he said and carried on running. The pig joined the chase and now the old woman, the old man, and the pig were running after him. But the Gingerbread man was faster.

It was not long before the Gingerbread man came across a horse. "Stop, little man! I want to eat you!", the horse said, but the Gingerbread man outran him too. "Run, run as fast as you can! You can't catch me, I'm the Gingerbread man!" The horse joined the old woman, the old man, and the pig, but the Gingerbread man only laughed at them.

He kept laughing until he reached the river banks. "Oh, no! Now they will get me and eat me! If only I could cross the river," he thought. Suddenly a fox snuck up to him. "Please, don't eat me," cried the Gingerbread man. "I won't eat you," the fox promised. "I just want to help you! Jump on my back and I will swim across the river and you will be safe."

The Gingerbread man had no other choice. He jumped on the fox's back and they crossed the river easily and safely. As soon as they stepped onto dry ground, the Gingerbread man thanked the fox. But a second later the fox opened his mouth and gobbled up the Gingerbread man.

(Source: taleswithgigi.com)

Here are the lists of macro skill with the explanation from the passage

1. Recognizing the rhetorical forms of written discourse and their significance for interpretation. For example the text of The Ginger man which is applied in macro skill elements.

A long, long time ago an old woman and an old man lived a quiet life in a small cottage by the river. One day the woman decided to make a gingerbread man for them to eat. (Line 1 and line 2) those sentences are an introductory paragraph which helps the readers to define the subject and to develop another paragraph.

2. Identifying the communicative functions of written texts, according to form and purpose. Before they read the text, readers should have a purpose. So, after they already finished in reading the text, they will get what they want. Before the students read the text, they should have a purpose which is the purpose will allow the students to get the answer, for example: *who are the characters in the story?* from the example question, the purpose is to find out the characters in the story. For example the text of The Ginger Man is applied in order to be analyze using macro skill elements.

The woman and the man started chasing after him. "Stop! Stop!" they shouted, but he was faster than they were. "Run, run, as fast as you can! You can't catch me, I'm the Gingerbread man," he laughed and kept running.

Here, the character of the story is the woman and the gingerbread Man (in paragraph 2)

3. Inferring context that is not explicit by using background knowledge. It is good that readers can infer the context by their knowledge of the story. For example in the text of the Gingerbread Man that will be analyzed in macro skill elements.
- a. The end of the story is the fox gobbled the Gingerbread Man
 - b. The character of the gingerbread is coward, annoying.
4. Inferring links and connections between events, deducing causes and effects, and detecting such relations as main idea, supporting idea, new information, given information, generalization, and exemplification. Here is the example from the text of The GingerBread Man which is used in macro skill elements.
- a. First Paragraph
A long, long time ago an old woman and an old man lived a quiet life in a small cottage by the river. One day the woman decided to make a gingerbread man for them to eat.

As can be noticed, the main idea from first paragraph is the woman want to make gingerbread.

b. Second Paragraph

The woman put him in the oven to bake. Soon enough, he was ready and the woman opened the oven door, but the Gingerbread man jumped out of it. "Don't eat me!" he shouted in terror and ran out of the window.

Obviously, the main idea from paragraph two is the Gingerbread came out from the oven.

c. Third Paragraph

As he was running, he came across a pig. The pig tried to take a bite out of him but once again the Gingerbread man was faster.

Clearly, the main idea from paragraph three is the gingerbread could run when the pig tried to bite him.

d. Fourth Paragraph

It was not long before the Gingerbread man came across a horse. "Stop, little man! I want to eat you!", the horse said, but the Gingerbread man out ran him too. "Run, run as fast as you can! You can't catch me, I'm the Gingerbread man!" The horse joined the old woman, the old man, and the pig, but the Gingerbread man only laughed at them.

In this paragraph, the main idea of paragraph five is the gingerbread could run fast while the horse tried to catch him.

e. Fifth Paragraph

Suddenly a fox snuck up to him. "Please, don't eat me," cried the Gingerbread man. "I won't eat you," the fox promised. "I just want to help you! Jump on my back and I will swim across the river and you will be safe."

This paragraph shows that, the main idea from paragraph five is the fox wanted to help the gingerbread Man.

f. Sixth Paragraph

The Gingerbread man had no other choice. He jumped on the fox's back and they crossed the river easily and safely. As soon as they stepped onto dry ground, the Gingerbread man thanked the fox. But

a second later the fox opened his mouth and gobbled up the Gingerbread man.

Now, it can be clearly noted that the main idea from paragraph six is the fox were lay to him, he gobbled the gingerbread.

5. Distinguishing between literal and implied meanings. For example in the text of the Gingerbread Man that is used in macro skill elements.

a. Literal Meaning is the literal meaning of a sign is what it denotes.

b. Implied Meaning is what the sign connotes.

6. Detecting culturally specific references and interpret them in a context of the appropriate cultural schemata. For example in the text of The Gingerbread Man that will be applied in macro skill elements.

1. *I just want to help you* : “I” in this text refers to The fox

2. *but he was faster than they were.* : “they” in this text refers to the woman and the man.

7. Developing and use a battery of reading strategies such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

In this part, we can use some strategies to predict the content of the text.

For example we use strategies of guessing the meaning of words from context.

“Gobbled up the Gingerbread man” this vocabulary will show the end of the story if we use that strategy.

With regard to macro skill, there are 3 models of reading based on Butler-Pascoe, M. E. & Wiburg, K. M. (2003) : 1. the top down model, 2. the bottom up model, 3. the interactive model.

a. **The Top-down** reading model is based on the philosophy that the brain and reader are at the center of understanding and succeeding. This me-

thod argues that readers bring an understanding to the print, not print to the reader. In other words, the experiences a reader has helped him or her to read, decode, and make sense of text. Top-down models ask readers to construct meaning from text; this knowledge is made from the whole (text) to the part (words). This model does not focus on phonics and decoding, but instead, allows children opportunities to read 'real' books and make sense of them. Finally, the top-down method utilizes making sense of grammar and text clues to figure out unknown words.

In other words, the focus in a top down model is not on phonics instruction but rather on getting students to read complete sentences, paragraphs, and books. This model relies on children mastering skills through experience. The whole language approach, where learners are taught to identify entire words rather than combinations of sounds, is an example of a top down model.

b. **The Bottom-up** is a different approach is the bottom up method. Bottom up focuses on direct instruction of phonics, such as identifying features of letters, like curves and straight lines, to recognize them. From there students will begin combining letters to read and write words. They then become familiar with spelling patterns and learn to read sentences, paragraphs and longer texts.

The bottom up model uses phonics as its core, believing readers first process and understand sounds in speech and move on to understand letters, then words, then longer sentences. Eventually, they build comprehension skills as they grow as readers.

c. **Interactive-model** Reading is a process of constructing meaning from text through the use of both bottom-up and top-down processes, strate-

gies, and skills (focus on the interaction). Combines features of both other models - students interact with both phonics and text. Teachers using the interactive model use both instruction methods relying on phonics and students experience with text, believing that each text is necessary for understanding.

In relation to the technique used in this reading comprehension study, small group discussion can be considered as the interactive model of reading refers to Alyousef (2005:2). As stated previously interactive model is basically a combination both of top and bottom processes

According to (Nuttall, 1985), there are five aspects of reading which help the student to comprehend the English text: main idea, specific information, reference, and vocabulary. These aspects are explained below:

1. Determining the Main idea

In line with (Mc Whorter, 1986) the sentence which states the main idea is called a topic sentence. The topic sentence may consist of 1. limited topic. 2. verb and 3. an attitude, feeling, opinion, or point of view. Finding the main idea of a paragraph is one of the most important reading comprehension skills. In some paragraphs, the main idea is not explicitly stated in one sentence. Instead, it is left to the reader to infer or reason out. It can be said that main idea has the most important information developed from author throughout the paragraph. The example question is taken from the story of "The Gingerbread Man" about main idea can be: *what is the main idea of the text of The Gingerbread Man?*

2. Finding the Specific Information or Part of Text

There is some information that covers as the specific information that develops the topic sentence. They are definition, examples, facts, comparison, analo-

gy, because, and effect statistics and quotation (Mc. Whorther, 1986:36). The question of finding supporting detail is based on the story of "The Ginger-Bread Man" as follows: *why did the gingerbread man agreed to cross the river with the fox?*

3. Finding Reference

According to (Latulippe, 1986) references are words or phrase which are used before or after the reference in the reading material. They are used to avoid unnecessary repetition of words or phrases. It means that, such words are used, they are signal to the reader find the meaning elsewhere in the text. Besides, references can be used to make the text coherent. The following question is the example based on the story of The GingerBread Man: "*I just want to help you! Jump on my back and i will swim across the river and you will be safe.*" The word "I" refers to.....

4. Finding Inference

In relation to inferences, Kathleen, (1983) stated that an inference is an educational guess or prediction about something which is unknown based on available facts and information. It is needed a logical connection that bridges the thing that readers know and the thing they do not know. Example question is taken from the story of "The GingerBread Man" of making inference can be: *which statement is not true based on the text?*

5. Developing Vocabulary Items

According to (Richards, 2002), vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Vocabulary is essentially needed when there is a reading process going. It consists of the stock of word used for anyone in speaking or even producing the utterance for reading.

According to Chung and Pannebaker (2007:345), vocabulary consists of two types, such as (1) Content words (2) Function words. This study merely focuses on content word analysis. Here the explanation of content word and function word.

a. Content words are usually nouns, verbs, adjectives, and adverbs. A noun tells us which object, a verb tells us about the action happening, or the state. Adjectives give us details about objects and people and adverbs tell us how, when or where something is done. Nouns, verbs, adjectives and adverb give us important information required for understanding.

1. Nouns refer to persons, animals, places, things, ideas, or events.

Then, the word is a noun. It can be divided into :

a. A common noun is a noun that refers to people or things in general. For example, *boy, country, bridge, and city*.

b. Proper noun is a name that identifies a particular person, place, or thing. For example, *Steven, Africa, London, and Monday*.

c. Collective nouns refer to groups of people or things. For example, *audience, family, and team*.

d. Countable nouns are those that refer to something that can be counted. Here is the example in a sentence “there are *two drinks* that I bought for you last night”.

e. Uncountable noun refers to entities which cannot be counted and usually do not vary in number and so they do not regularly have a plural form. Here is the example in a sentence “eat healthy food and drink *water* everyday makes your body health.

2. Verbs. The verbs are focused on regular verbs and irregular verbs. This study uses narrative text which used past tense. Here are the explanation of regular verbs and and irregular verbs :

- a. Irregular verbs are those that don't take on the regular spelling pattern of past simple and past participle verbs. Here is the example in sentence "Julie *made* a cake for her bestfriend".
 - b. Regular verbs are those whose past tense and past participles are formed by adding a -d or an -ed to the end of verb. Here is the example in a sentence "She *looked* at the window".
3. Adjectives. This words belongs to a part of speech which describes, identifies, or quantifies a noun or a pronoun. Basically, main function of an adjective is to modify a noun or a pronoun in order to make it more specific and interesting.
- a. Numeral adjectiveis aimed to modify noun for particular details in exact quantifying. For example, " *She is the second runner up of Miss World*"the word*second* as in the sentence is the adjective of the numeral of ordinal numeral adjective.
 - b. Descriptive adjectiveis aimed to attribute or qualify people, animal, things, or places in order to describe its features. For example, "*Lily was a little girl who become a model of lenstories management.*"the word *little*as in the sentenceis the adjectives of descriptive.
 - c. Quantity adjective shows how much of a thing is meant as. For example, "*My friend should drinks much water* " the word *much* in the sentence is the adjectives of quantity.
4. Adverbs. Himmelmann & Schultze-Berndt (2005:8) state that individual adverbs often occur in several different functions, with a number of interpretations. Adverb modifies a verb, an adjective, or another verb. Adverbs are often classified according to their lexical semantics such as 1. Adverb of frequency. 2. Adverb of degree. 3.

Adverb of manner. 4. Adverb of place. 5. Adverb of time. Here is the explanation below:

- a. Adverbs of frequency explain how often the verb occurs. Adverbs often placed before the main verb of a sentence. For example “She *often* eats junk food”.
 - b. Adverbs of degree explain the level of intensity of a verb, adjective, or even another verb. For example “ He was *very* strong.”
 - c. Adverbs of manner provide more information about how a verb is done. Adverb of manner is probably the common of all adverbs. For example “She speaks *loudly* to the audience.”
 - d. Adverbs of place illustrate where the verb is happening. It is usually placed after the main verb or object, or at the end of the sentence. For example “We come to Bali, we saw many tourist *everywhere*.”
 - e. Adverbs of time provide more information about when a verb takes place. It is usually at the beginning or in the end of the sentences. For example” *once upon a time*, there lived a happy couple.”
- b. Function words include prepositions, articles, conjunctions, and pronouns. Auxiliary verbs are used to establish the tense, prepositions show relationships in time and space, articles show us something that is specific or one of many, and pronouns refer to other nouns.
1. Pronouns are words that stand in for nouns. For example” *a long time ago, an old man and an old woman lived a quiet life in a small cottage near the river. One day she decided to make a gingerbread man for them to eat.*” The word *them* in the sentence is a pronoun of an old woman and an old man.

2. Prepositions begin prepositional phrases, which contain nouns and other modifiers. Preposition function to give more information about nouns. For example "*A long time ago, an old man and an old woman lived a quiet life in a small cottage near the river.*" The word *near* in the sentence is the preposition.
3. Articles are actually adjectives the nouns are actually adjectives because they describe the nouns that they precede. There are only three articles such as the, a, and an. For example "*Suddenly, a fox smacked up to him.*" The word *a* in sentence is the article.
4. Conjunctions as a connective part of sentence, such as item in a list, two separate sentences, or clauses and phrases to a sentence. The conjunctions are *or* and *and*. (Norquist, 2018:2). For example "*I will buy some food and bubble tea.*" The word *and* in the sentence is the conjunction.

This research exactly focused on content words of vocabulary mastery.

2.3 Notion of Teaching Reading

Teaching reading is important in learning language because reading is one of the key factors of mastering language. The goal of teaching reading is helping the students to be able to make sense of ideas conveyed in the text. In line with Alyousef (2005:143-154) says that in reading, there are three-phase 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. To develop students' reading comprehension, the students should have specific purpose in their mind before they read the text.

Based on the theory above the researcher assumed that in teaching reading, there were many aspects of comprehension that can be considered by teacher as a goal, such as 1. determining the main idea, finding detail information, finding reference, finding difference, and vocabulary mastery.

2.4 Concept of Small Group Discussion Technique

This typical technique is one of the cooperative learning techniques in which students working 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 to give 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 confident 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. 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 of-

ten 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. 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. Furthermore, sharing their ideas and write it in a paper in order to know whether they comprehended the text or not. This activity is administered in order to evaluate students' reading comprehension after being taught by using small group discussion. In sum, sharing their ideas to their member group will make them easily comprehend the text.

2.5 Advantages and Disadvantages of Small Group Discussion

In teaching reading through small group discussion have some advantages and disadvantages; here are some points of advantages and disadvantages in teaching reading through small group discussion technique:

1. Advantages

According to Brown and Atkins (1988), the advantages of small group include better communication skills and intellectual and professional development. (Gross, 1999) adds that the advantages of small group include increased participation by students, and deeper and longer-lasting understanding. In line with the expert before, according to Harmer (2001:117-118) the advantages of small group discussion are:

- a. It dramatically increases the amount of talking for individual students.
- b. 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.
- c. It encourages broader skills of cooperation and negotiation.
- d. 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) state the advantages of group discussion are:

- a. 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 the need do with ask to the students. Thus, the student becomes actively involved in learning, looking out information and opinions.
- b. Student also has an opportunity to respond; she can share her position as

well or she cannot consent, raise an objection, or contribute new ideas and attitudes to the discussion.

2. Disadvantages

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

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

2.6 Concept of Narrative text

According to (Rebecca, 2003), a narrative text is a text, which relates a series of logically, and chronologically related events that are caused or experienced by factors. She, furthermore, states that a key to comprehending a narrative is a sense of plot, of theme, of characters, and of events, and of how they relate. In addition, (Anderson, 2003) narrative is a text that tells a story and, in doing so, entertains the audience. It has character, setting, and action. The characters, the setting, and the problem of the narrative are usually introduced in the beginning. The problem reaches its high point in the middle. The ending resolves the problem. According to (Diana, 2003) a narrative text usually has description of features and rhetorical steps.

1. Plot

The plot answers the questions "What is happening in the story?" and "What is the sequence of events?" Some stories have simple and straightforward plots. Others have complex plots that make the reader think and ask questions: Who solves problems? Stories that flow well keep the reader involved

and interested. Additionally, Rebecca (2003) says that plot is the sequence of events showing characters in action. This sequence is not accidental but is chosen by the author as the best way of telling his or her story. If the writer has chosen well, the plot will produce conflict, tension, and action that will arouse and hold the reader's interest. Children want what most adults want in literature: action, happenings, questions that need answers, answers that fit questions, glimpses of happy and unhappy outcomes, discovery of how events grow and turn. According to KTSP 2006, plot (rhetorical step) is more than the sequence of actions or conflict. It is also the pattern of those actions. If the plot pattern is oversimplified by diagram, it is visualized as follows.

- a. Narrative order in fiction, the order in which events are related, may follow several patterns, but the most common pattern in young children's literature is the chronological arrangement. If a story relates events in the order of their happening, their story is in chronological order, perhaps moving with the characters from one place of action to another and yet chronological. Order is easy for children to follow if within their experience; chronological order is therefore more frequent.
- b. Rising action begins with the situation that must be shown and explained. This explanation for the situation and the characters' condition is called exposition. It is placed in the beginning. In most stories for children, it is woven into early section so that attention is caught immediately and held. Then, this early action grows into a suspense that holds them to read. Early readers like the suspense of "What's going to happen?" The writers for children must decide how much suspense the child can sustain and how much reassurance is needed to

balance suspense. The peak and turning point of the conflict, the point at which we know the outcome of the action, is called the climax. In a progressive plot, suspense pulls the reader through the rising action to the central climax, where conflict is resolved in a manner foreshadowed and inevitable; the last questions are usually answered in a denouement, with its closed ending.

2. Characters

Characterization addresses the questions “Who are these people?” and “Are they believable?” Characters need to be authentic for the reader to connect with them. Readers seek characters whose humanity touches theirs. Characters are also easy to relate to and believe in. Characters come to life for the readers through what they say, their actions, and what others say about them.

3. Setting

Setting informs the reader of where the story is taking place. It answers the questions “Where am I?” and “What will I see if I walk around here?” More frequently, the setting falls into the background, and the reader is not particularly aware of it. Readers know immediately, however, when the setting is not well drawn, because they cannot feel the sense of where they are.

More specifically, Anderson and Anderson (2003b) argue that these are five steps in constructing a narrative text. They are orientation, complication, sequence of events, resolution, and coda.

1. In orientation, the narrator tells the audience who is in the story, when it is happening, where it is happening, and what is happening.

2. In complication, the narrator tells about something that will begin a chain of events. These events will affect one or more of the characters. The complication is the trigger.
3. Then, in the next step, sequence of events, the narrator tells how the characters react to the complication. In this step, the feelings of the character and what they do are included. In addition, the events can be told in chronological order (the order in which they happen) or with flashbacks. The audience is given the narrator's point of view.
4. In resolution part, complication is sorted out or the problem is solved.
5. Coda is an optional structure in a narrative. In this part, the narrator includes a coda if there is to be a moral or message to be learned from the story.

Clearly, narrative paragraph describes an event, feeling or experience in story form or in the order the details of the event happened (Bushel, 2011:10). It has a purpose to amuse and entertain the reader or listener. Here are some kinds of narrative text:

1. Myth is a traditional story or legendary story, usually concerning some being or hero or event, with or without a determinable basis of fact or a natural explanation. Here are the passage to used to be an example:

The Story of Malin Kundang

Once upon a time, there were mother and her young son, namely Malin Kundang, lived in difficult life. They hanged life with something given by the nature. They took woods from the forest and sold them to buy their food. It was not enough to fulfill their daily need normaly. They ate food whatever there was, they wore clothes whatever there was. They were very poor.

One day, Malin Kundang asked for permission to her mother to work. He want to change their life. "Mother, let me go to get work, so we can live in better life. I will come back soon" said Malin Kundang. "Of course, my Dear. May God bless you!" answered his mother.

Malin Kundang went away to try his luck in a big ship. His poor life motivated him to be a good employee. He was very diligent and made his career increased as fast as possible, until he became a rich man. The merchant of a big ship interested in him and wanted him to marry his daughter. Malin Kundang agreed because she was very beautiful.

After Malin Kundang married, one day, his wife invited him to see his mother land. Malin agreed with her. Their ship anchored near the harbor of West Sumatra. Everybody heard their coming. The dweller told about it. “ Malin come back! Malin come back! He is a rich man now!” they shouted.

Malin Kundang’s mother came to the harbor and found Malin Kundang with his wife. “ Malin! Welcome to your village!” said his mother. Malin Kundang ashamed to his wife when he saw his mother in a bad clothes. He always said to his wife that he was a son of a rich man.

“ I am your mother, Malin. You don’t remember me, do you?” said his mother more.

“ Go away! I have no mother like you!” shouted Malin Kundang. Malin Kundang’s mother was very sad. She was in believe and un-believe that the man on the ship is his son. She said to God to make sure about it. “ God if he is not my son, forgive me that I have felt he is my son, but if he is my son, you are the Justest King”.

In a short time, the sky became dark, the thunder rumbled. No light then after the last thundering sound. After everything in normal condition, there was a big stone of Malin Kundang and his ship

2. Legend is a true story primarily about human heroes in the recent past and may feature some religious references. Here are the passage used to be an example of legend :

The Story of Toba Lake

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. Then he did some gardening and fishing for his daily life. One day, while the man was do fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He felt in love with her and proposed her to be his wife. She said; “Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster”. The man made the deal and they got married, lived happily and had a daughter.

Few years later, this daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father’s lunch. Unfortunately, he found out and got furious, and shouted; “You

damned daughter of a fish”. The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broken his promise. Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

3. Fairy tale is a story which is regarded as fiction. It can be a non sacred fictional story that occurs “once upon a time” and features human and non-human characters. Here are the passage used to be an example of fairy tale:

The story Snow White

Once upon a time, in earlier times there lived a girl who named Snow White. She lived with his aunty and uncle because his parents died. One day she heard her uncle and aunt talking about leaving Snow White in the castle because they wanted to go to America and they did not have enough money to take Snow White with them. Princess Snow White did not want her uncle and aunty to do this. So he decided to escape.

The next day he ran away from home when her aunty and uncle were having breakfast, he fled into the wood. In the wood she felt very tired and hungry. Then she saw the cottage. She knocked, but no one answered her so, she went inside and fell asleep. Meanwhile, seven dwarfs came home from his work. They get into. There, they found Snow White woke up from his sleep. He saw the dwarfs. The dwarf said: " What is your name ? Snow White said, " My name is Snow White. " One dwarf said, " If you want, you can stay here with us. ' Snow White tells all about her story. Then daughter snow and the seven dwarves are now living happily ever after.

4. Fable is a collection of fictional tales about people and or animals. It includes myth and tales. Here are the passage used to be an example of fable :

The Lion and The Mouse

When he was awakened by a tiny Mouse running across his body, a mighty Lion was sleeping in his lair. The lion then grabbed the frightened mouse with his huge paws and opened his mouth to swallow him directly. “Please, King,” begged the Mouse, “Spare me this time and of course I will never forget your kindness. Someday I may be able to repay you. “The Lion thought that it was such an amusing idea that he let the poor creature go.

Sometimes later the Lion was caught in a net laid by some hunters. Despite his great strength, the Lion could not break free. Soon the forest echoed with angry loud roars.

The Little Mouse heard the Lion and ran to see what was wrong. As soon as he succeeded to make the Lion free “There!” said the Mouse proudly, “You laughed at me when I promised to repay your kindness, but now you know that even a tiny Mouse can help a mighty Lion.”

2.7 Procedures Of Using Small Group Discussion Technique

In teaching reading comprehension, the researcher used “Small Group Discussion Technique” as a technique to help the students to comprehend the text easily in group. According to (Christiani. A, 2014) the procedures of Small Group Discussion Technique in teaching learning process are providing a topic, forming groups, providing materials, encouraging students to discuss in group, reporting group discussion result to the other group, explaining the materials that was learnt, and answering questions which was prepared. Here are the procedure with the example of the conversation in the class.

1. Teacher provided a title which will be discussed.

Teacher as a facilitator prepared the material that will be discussed and given to students before the class began. Here are the example :

T : Students, we are now learn about Narrative text.

S : That is interesting, Miss.

2. Teacher guided students in forming small group discussion.

Teacher helped students to choose the members of the group. Students were divided into several groups based on small group discussion technique rules with three or five students within a group. The teacher made the heterogeneous group includes the characteristics of intelligence, learning motivation, gender, or different ethnic backgrounds. Here are the example :

T : Well, now we should make a group today, consist of 4 person each group.

S : Alright, we are happy to have a group work miss.

3. Teacher gave the material about narrative text and the students in each group-

predict it.

Teacher not only provided the material, but also helped students to explain what they should do such as after getting the material each student in group has to predict by looking at the title of the text first to know what the text is about. After they got what the text is about, they can discuss their information or knowledge that related with the text. For example :

T : Students, here I have a narrative text for you. You have to guess what kind of narrative text is it. Discuss with your group work. Then, after you knowing the type of the narrative text, try to find the information from the text.

S : Yes, Miss we will do it now.

4. The students discussed a topic in their group and teacher move around the class.

After they finished the prediction activities, they began to discuss it with their members of their group respectively. In this activity, the students had opportunity to communicate each other in order to make the group be more active and comprehending the text. While, the teacher should observe the group discussion to make sure that all members participate in their own group discussion. The teacher also gave limitation time when the students should finish the discussion. After they finished discussing the text, make sure that their prediction is true.

T : Well, Students, are you already finished predict the types of the narrative text?

S : Yes, We are already finished predict the type of the text, Miss.

T : Then, try to find the detail information from the text, then one of group representative will come in front of the class and tell the information to other group.

S : Alright Miss, we are really happy to read this text.

5. Then, each group discussed about their discussion result to another group.

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

T : So, did you already know the detail information from that narrative

text?

S : Yes, of course we did Miss.

T : One of your group representative should come in front of the class, and tell the detail information. They can give opinion about your group.

S : Really interesting, we will give and take some idea form other group.

6. The teacher explained about the material.

The teacher helped the students to explain in details what they have learned and the teacher might give corrections if any.

T : This text is fable. This text tells about a smart deer. The deer is really smart and not easily fooled by the crocodile. The setting of the text is in the river.

S : Yes, Miss.. We really like the story about the deer and the crocodile.

7. Finally, each student tried to answer the questions that had been prepared in the text. After discussion between groups and teacher, each student tried to answer the questions individually based on the tasks that had been provided by the teacher

T : Well, after you here some detail information from your group and the others, you have to answer the question below. Did you still remember the detail information from your group and the other group?

S : Yes of course, Miss. We will try to answer the question.

It is better for the teacher to arrange the class to form the group, give them instruction of how to start learning until the class ends. The teacher later gives reward (score) based on the results which have been done by students.

2.8 Theoretical Assumption

There was an assumption from the explanation about small group discussion technique which is an effective technique to teach reading comprehension. Evidently, the students were able to share, complain, discuss, and compare their ideas with other members in same group. They could share the idea from the text. This method helped the students to comprehend the content of the text well rather than they tried to comprehend individually. They could understand the text based on their friends' explanation. When they tried to comprehend the text, they found some difficulties

like vocabulary, phrases and etc. 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. The students also can try to master the aspects from reading. So the students are more confidence to give opinion in each of their small group. This method helped the students' to comprehend the content of the text well rather than they tried to comprehend individually because students could share their ideas.

2.9 Hypotheses

In reference to the frame of theories and assumption, this research formulated the hypotheses as follows:

H_0 : There is no significant difference in students' reading comprehension after the implementation of small group discussion technique.

H_1 : There is a significant difference in students' reading comprehension after the implementation of small group discussion technique.

This section has discussed the terms related to the study such as: concept of reading, aspects of reading, concept of teaching reading comprehension, technique of teaching reading, concept of small group discussion technique, advantages and disadvantages, narrative text, procedures of teaching reading through small group discussion technique, theoretical assumption, and hypothesis.

III.METHODS OF THE RESEARCH

This chapter referred to design, variables, population and sample, data collection, instrument, data analysis, and hypothesis testing.

3.1 Design of the Research

In this subchapter, the researcher would explain the research design that was used in this research.

The research is quantitative. Hatch and Farhady (1982:22) state that quantitative is a kind of research in which the data used to tend to use statistics as a measurement in deciding the conclusion. The aimed of this research is to find out whether there is a significant influence of small group discussion technique on narrative text or not and also to find out what aspect that improves the most after taught by using small group discussion technique in terms of macro skills. The design in this research based on quantitative research is *one group pretest- posttest design*. This research takes one class as an experimental class where the students are given pretest (T1) before the treatment and in the end, a posttest (T2) is conducted. The research design can be presented as follow:

T1 X T2

T1 refers to Pre-test

X is the treatment using small group discussion technique

T2 refers to Post-test

The pre-test was done to measure the initial capability of the students. After giving the pre-test, the treatments were conducted. To find out the result of the treatment, the researcher gave a post-test to the students. It aimed to find out whether or not the students improved their capability after they had got the treatment.

3.2 Variables of the Research

In this subchapter, this research explained the variables in this research. Firstly, there is a definition of variable and lastly, there are two kinds of variables in this research.

Hatch and Farhady (1982) state that (1) the independent variable is a major variable that researcher hopes to investigate, and (2) the dependent variable is the variable that is observed and measured to determine the improvement of the effect of the independent variable. There are two kinds of variables. They are dependent variable and independent variable. Dependent variable is a variable that the researcher observes and measures to determine the effect of the independent variable. Independent variable is the major variable that a researcher hopes to investigate. Students' reading comprehension was as dependent variable (Y), because this variable is observed and measured to determine the effect of independent variable.

In conclusion, there was one variable in this research. Students' reading comprehension is as dependent variable(Y).

3.3 Population and Sample

In this subchapter, this research explained the population and sample used in this research.

The population of this research was at the eighth grade students of Junior SMPN 18 Bandar Lampung that consisted of nine classes. There are 28 students in each class. The class was selected randomly.

In conclusion, the population and sample used in this research was the second grade students of SMPN 18 Bandar Lampung.

3.4 Instruments of the Research

The instrument in this research was reading test. Three reading tests were provided to check the comprehension of students in reading. There were try-out, pre-test and post-test. Try-out was to measure whether the question able to use in the pre-test or not. The pre-test was given in the first meeting before the treatments. While the post-test was conducted after the students receive the treatments. The questions were in form of multiple choices in which the students were asked to choose one correct answer from the option a, b, c, d. In this test, the students were given 35 items of reading and it was conducted within 90 minutes for the test. The purpose of the pre-test was to see the understanding of reading comprehension at the first step before the treatments are given. On the other hand, the purpose of the post-test was to find out whether or not there was an increase of students' achievement after the students received the treatments.

The reading test was conducted to find out how far Small Group Discussion technique in teaching reading comprehension. The test consisted of five aspect of reading, which is related to the main idea, specific information, references, inferences, and vocabulary. Here are some questions related to the main idea, specific information, references, inferences, and vocabulary.

The Good Stepmother

The old witch locked Hansel in a cage and set Gretel to clean the house. She planned to eat them both. Each night the children cried and begged the witch to let them go.

Meanwhile at home, their stepmother was beginning to wish she had never tried to get rid of the children. "I must find them," she said and set off into the forest.

Many hours later, when her feet were tired from walking and her lips were dry from thirst, she came to the cottage belonging to the witch. The stepmother peeped through the window. Her heart cried out when she saw two children.

She picked up the broom leaning against the door and crept inside. The witch was putting some stew in the oven and the stepmother gave her an almighty push. The witch fell into the oven and the stepmother shut the door.

"Children, I have come to save you." She said, hugging them tightly. I have done dreadful thing. I hope in time you will forgive me. Let me take you home and become a family again. They returned to their home and the stepmother became the best mother anyone could wish to have, and they lived happily ever after.

(source: quipper.com)

1. The story is mainly about a stepmother who....
 - a. Planned to save her children from a witch
 - b. Begged a witch for money
 - c. Tried to rub away from a witch
 - d. Saved her children from a witch
2. "and the stepmother shut the door" (par 4)
The underlined word means....
 - a. Opened
 - b. Buried
 - c. Closed
 - d. Marked
3. Which statement is true about stepmother?
 - a. She loved her stepchildren
 - b. She hit a witch with a broom
 - c. She was locked her children in a cage
 - d. She visited the witch to see her children
4. The purpose of the text above is.....
 - a. To persuade the readers
 - b. To amuse the readers
 - c. To inform the readers about bad stepmother
 - d. To tell a joke

5. The word “her” in line 8 refers to.....
- a. Hensel
 - b. Gretel
 - c. Children
 - d. The Stepmother

A measurement of a good test considered several factors, such as validity (content validity, face validity and construct validity), reliability, level of difficulty and discrimination power.

3.4.1 Validity refers to the extent to which the test measures what is intended to measure. It means that it relates directly to the purpose of the test. A test can be considered valid if it can precisely measure the quality of the test. There are several types of validity according to the different purpose of the test. In this research, content validity, face validity, and construct validity were used. The validity of the test in this research relates to:

- a. Face Validity focuses on the layout or appearance of the test. The instrument is in form of multiple choices question, and it contain of five aspects that became the aspects that were concerned in applying the small group discussion technique. It aimed to measure the students' mastery of five aspects, such as determining main idea, references, finding specific information and inferences also understanding vocabulary.
- b. Content Validity Content means that the test is good reflection of what has been taught and the knowledge which the teacher wants the students to know (Shohamy, 1985: 74). To get the content validity of reading comprehension, the materials should be found based on the standard competence in syllabus for second grade of junior high school students in first semester that are students were able to construct meaning of functional text and simple monolog of narrative

text and the objectives of teaching those are the students are able to find out the main ideas, identify the specific details or information, infer the information, reveal the meaning of the words and determine the reference of words stated in the text.

According to (Nuttall, 1985), there are five aspects of reading which help the students to comprehend the English text: main idea, specific information, reference, and vocabulary. The researcher use specification of the validity test above in order to know which one the aspects of reading that improve the most after the implementation of competitive learning strategy.

c. Construct Validity is concerned with whether the test is actually in line with the theory of what it means to know the language (Shohamy, 1985: 74). Regarding the construct validity, it measures whether the construction has already referred to the theories, meaning that the test construction has already in line with the objectives of learning (Hatch and Farhady, 1982: 251). It is a representation of the material from the subject. In line with (Nuttall, 1985) the relation validity of the instrument refers to construct validity in which question represent of specification in reading skill. Criterion validity is not used in this research. It is used to predict the performance of another instrument.

This validity is not used because it seems difficult to find the similar valid test to be used in this research as a comparison to find criterion validity.

Table 3.1. Table of Specification of a try out test

No.	Aspect	Number of Items	Item Numbers
1.	Main Idea	10	7,19,21,24,28,32,35
2.	Specific Information	10	3,8,10,13,18,20,30
3.	Reference	10	1,4,9,12,17,23,26
4.	Inference	10	2,6,11,15,25,29,33
5.	Vocabulary	10	5,14,16,22,27,31,34
Total		50	50

3.4.2 Reliability shows whether an instrument is reliable and can be used as a device to collect the data with the stability of test scores. A good test must be valid and reliable. Besides the index of validity, the researcher also calculated the reliability. According to Ary (2002:250) reliability is concerned with the effect of such random errors of measurement on the consistency of scores.

Setiyadi (2006) says that reliability is a consistency of a measurement or how far that measurements can be measured the similar subjects in different time but showed the same result. In this research, Split-Half Method; odd and even number had been applied to find the coefficient of the reliability of the first and the second half group

$$r_1 = \frac{N(\sum xy) - (\sum x)(\sum y)}{\sqrt{\{(N\sum x^2) - (\sum x)^2\} \{(\sum y^2) - (\sum y)^2\}}}$$

Where:

r_1 relates with coefficient of correlation between the x and the y variables

$\sum xy$ denotes to the sum of the multiplication of the x and the y variables

$\sum y$ concerned to the total number of even number items

$\sum X^2$ refers to the sum of x is quadrate.

ΣY^2 designates the sum of y is quadrate.

ΣX_2 refers to the sum of x quadrate

ΣY_2 designates the sum of y quadrate.

After getting the reliability of half test, the researcher then uses Spearman Brown's Prophecy formula (Hatchy and Farhady, 1982) to determine the reliability of the whole test as follows:

$$r_k = \frac{(2r_{xy})}{(1 + r_{xy})}$$

(Shohamy, 1985: 79)

As can be noticed :

r_k refers thereliabilityofthewholetest

r_{xy} denials tothereliabilityofhalftest

The criteria of the reliability are:

A high reliability ranges from 0.90 to 1.00.

An average reliability ranges from 0.50 to 0.89.

A low reliability ranges from 0.00 to 0.49.

3.4.2.1. Level of Difficulty to see the level difficulty, the researcher will use the following formula:

$$LD = \frac{U + L}{\frac{1}{2}N}$$

(Shohamy, 1985)

LD refers level of difficulty

U relates to the number of students from the upper who answer correctly

L denotes the number of lower group students who answer correctly.

N relates to the number of students who join the test

The Criteria are:

Level difficulty is lowest from 0.30 refers to difficult.

Level difficulty is moderate from 0.31 to 0.70 refers to satisfactory.

Level difficulty is higher from 0.71 to 1.00 refers to easy.

3.4.2.2. Discrimination Power refers to “the extent to which the item differentiates between high and low-level students on that test”. (Shohamy, 1985:81) states that a good item which is according to this criterion is one in which good students did well, and bad students failed.

$$DP = \frac{UL}{\frac{1}{2}N}$$

The design can further be described as follows.

DP is concerned with discrimination power.

U relates to the number of students from the upper who answer correctly

L denotes the number of lower group students who answer correctly.

N designates a total number of students.

The criteria are:

A low discrimination power from 0.00 to 0.19 refers to poor

An average discrimination power from 0.20 to 0.39 refers to satisfactory.

A high discrimination power from 0.40 to 0.69 refers to good.

A very high discrimination power from 0.70 to 1.00 refers to excellent.

A negative discrimination power refers to bad item.

3.4.3 Scoring System that will be used in this research is dividing the right answer by total items timed 100. The ideal highest score is 100. To calculate the

score of pre-test and post-test, the researcher will use the formula by Arikunto (1997) which is employed:

$$S = \frac{R}{N} \times 100$$

The design can further be described as follows.

S denotes to the score of the test.

R refers to the total of right answers.

N relates to the total number of items on the test.

3.5 Data Collection

Since the data is in the form of students' reading comprehension, the data were collected by using two reading tests; pretest and posttest. Each student had to answer reading comprehension test of narrative text in each test. The students' scores from pretest and posttest were analyzed to find out the students' ability before and after having the treatments. The technique of collecting the data is clarified as follows :

1. **Pretest materials** were administered to the students before giving the treatment in order to find out the basic of students' reading comprehension and to see the students mean score in reading comprehension before treatment. Multiple choice questions were given in which the students were asked to choose one correct answer from the option a, b, c, d, or e. In this test, the students were given 35 items of reading test and it was conducted within 90 minutes for the test.
2. **Post-test materials** were administered to the students as the last steps, after conducting the teaching through small group discussion as the treatment. It was done in order to find out the students' development in reading comprehension test after having the treatment. In the pre-test,

students were also asked to answer 35 items of reading comprehension test.

The test was administered after conducting the treatments for the students. The post-test was given in order to find out the result of teaching learning process whether they had progress or not after being taught through small group discussion technique. The aim of the test was to find out the students' reading comprehension achievement after giving the treatments. Multiple choice questions were given in which the students were asked to choose one correct answer from the option a, b, c, d, or e. In this test the students were given 35 items of reading and it was conducted within 90 minutes for the test

3. Testing the Normality of the Test will be used to measure whether the data from students score is normally distributed or not. Here, the researcher will tested by *One-Sample Kolmogorov-Smirnov Formula* (SPSS 16.0 for windows).

4. Analyzing the Data The quantitative data that were done by the students in pre-test and post-test would be analyzed. The researcher would score the pre-test and post-test of the students then, put into results table of the test. After that, calculate the mean score of the pre-test and the post-test. Then, concluding the results of the test by using *Paired Sample T-Test of SPSS*.

3.6 Data Analysis

In order to find out the students' progress in comprehending the text, the students' score were computed by doing three activities:

1. Scoring students worksheet

Asses student's work sheets from the pretest and posttest.

2. Shorting

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

3.7 Hypothesis Testing

After analyzing and collecting the data, the researcher determined whether the hypothesis is accepted or refused. The researcher used *Repeated Measure T-Test* which was calculated by using SPSS 16.0 for windows. The hypothesis will be described as follows:

H_0 indicates that there is no any significant difference of students reading comprehension after being taught through small group discussion.

H_1 indicates that there is significant difference of students reading comprehension after being taught through small group discussion.

The criteria for accepting the hypotheses are as follows:

1. H_0 is accepted if the t-value is lower than T-table
2. H_0 is rejected if the t-value is higher than T-table.

This chapter had discussed the research design, variables, population and sample, data collection, data analysis, and hypotheses.

V. CONCLUSION AND SUGGESTION

This final chapter presents the conclusion of the research findings and suggestions for English teachers who want to use Small Group Discussion technique in teaching reading and for those who want to conduct similar research.

5.1. Conclusions

Having conducted the research at the second grade of SMPN 18 Bandar Lampung and analyzing the data, the researcher draws the conclusion as follows:

1. In the final analysis, small group discussion can give significant differences to students' reading comprehension. Based on the result, there is a significant difference of students' reading comprehension after being taught using small group discussion technique. It was proved by the increase of students mean score increased from 54.69 to 68.06 which the gain was 13.37.
2. Concretely, the result of this research shows that all the aspect of reading comprehension improves in terms of macro skills, arranging from the highest to the lowest aspects are:
 - a. Determining main idea showed significant differences in reading aspect from students' pre-test score to students' post-test. It was the highest improvement from other aspects because, the students were able to determine the topic sentence correctly.
 - b. Vocabulary was the second highest improvement. This aspect

- significantly improved, because the students were able to match a vocabulary, found the synonym of the word.
- c. In terms of inference was the third improvement of reading aspects after vocabulary. This aspect improved because, the students were able to find the inference in a paragraph.
 - d. Finding reference not significantly found the differences in pre-test score and post-test score. Finding inference was the two lowest aspect of reading aspect improvement. This aspect improved because the students were able to find the reference in a sentence.
 - e. Referring to analyzing specific information was the lowest aspect of reading aspect improvement. This aspect specifically improved, but it was not significantly difference. In referring to analyzing specific information, the students were able to find the specific information in a paragraph.

In sum, it could be concluded that the highest improve was on the aspect of the main idea (Table 4.15).

5.2. Suggestions

In reference with the conclusion above, some points of recommendations are put forward as follows:

1. Suggestion for teachers

In line with the finding research, there are some points of suggestion for the teachers:

- a. Inteachingreadingcomprehensionthroughsmallgroupdiscussion,it wouldbe better if the teachergivesmore readingcomprehensiontasks, such as finding reference and analyzing specific information because, students score was low at this aspect of reading. This can be done by

giving more exercises at this case.

- 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 determine the groups by gender or absent.
- c. The teacher need 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.

2. Suggestion for further researcher

In line with the finding research, there is a suggestion for further researchers:

- a. For further researcher, the researcher may use powerful and attractive learning sources, tools and media which can make them enjoy learning and comprehend the material.
- b. This research was conducted by using Small Group Discussion technique in junior high school. Thus, the further researchers can conduct this technique for different levels of students such as senior high school students, or even university level

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