TEACHING NARRATIVE TEXT THROUGH SMALL GROUP DISCUSSION TECHNIQUE TO IMPROVE STUDENTS' READING COMPREHENSION

(Undergraduate Thesis)

By

Ikke Yennika Anlestari
1913042011

ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
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ABSTRACT

TEACHING NARRATIVE TEXT THROUGH SMALL GROUP DISCUSSION TECHNIQUE TO IMPROVE STUDENTS' READING COMPREHENSION

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Reading is one of the important skills in English. Reading entails garnering knowledge, information, and meaning from any literary textual content. There are five aspect of reading comprehension such as main idea, specific information, reference, inference, and vocabulary. However, many students nonetheless have challenges with comprehension; specifically, once they have to understand words, sentences, or a whole text. Thus, this research used small group discussion technique to improve students' reading comprehension.

This study investigated whether small group discussion could improve students' reading comprehension and analyze how each aspect of reading comprehension improved in narrative text. The design of this research was one group pre-test-post-test design. The sample of this research was X IPS 1 students at SMA Swadhipa Natar. 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-value>t-table.

Furthermore, the result shows that small group discussion technique could improves students' reading comprehension. There is a significant improvement of students' reading comprehension after being taught using Small Group Discussion technique. The t-value in this research was higher than t-table (16.272>2.056). It was proved by the increase of students mean scores increased from 57.31 to 71.11, which the gain was 13.8. Thus, small group discussion technique improved students' reading comprehension and each aspect such as main idea, specific information, inference, reference, and vocabulary. The aspect that improve the most in this research is specific information.

Keywords: reading comprehension, narrative text, small group discussion.

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**Submitted in a Partial Fulfillment of
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In

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**ENGLISH EDUCATION STUDY PROGRAM
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Student's Name : Ikke Yennika Anlestari

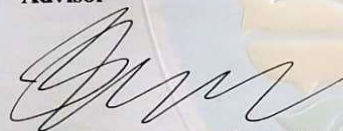Student's Number : **1913042011**

Study Program : **English Education**

Department : **Language and Arts Education**

Faculty : **Teacher Training and Education**

APPROVED

Advisory Committee

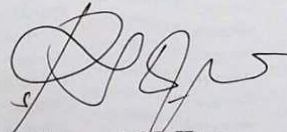Advisor   Co-Advisor

Budi Kadaryanto, S.Pd., M.A.   **Dian Shafwati, S.Pd., M.Pd.**
NIP 19810326 200501 1 002   NIP 19890913 201903 2 012

The Chairperson of
The Department of Language and Arts Education

Dr. Sumarti, M. Hum.
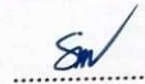NIP 19700318 199403 2 002

ADMITTED BY

1. Examination Committee

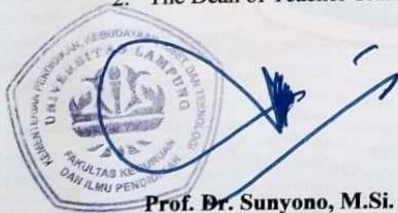Chairperson   : **Budi Kadaryanto, S.Pd., M.A.**   ....

Examiner   : **Prof. Dr. Patuan Raja, M.Pd.**   ....

Secretary   : **Dian Shafwati, S.Pd., M.Pd.**   ....

2. The Dean of Teacher Training and Education Faculty

Prof. Dr. Sunyono, M.Si.
NIP 19651230 199111 1 001

Graduated on: **July 28th, 2023**

LEMBAR PERNYATAAN

Yang bertanda tangan di bawah ini, saya:

Nama   : Ikke Yennika Anlestari

NPM   : 1913042011

Program Studi   : Pendidikan Bahasa Inggris

Jurusan   : Pendidikan Bahasa dan Seni

Fakultas   : Keguruan dan Ilmu Pendidikan

Judul Skripsi   : Teaching Narrative Text Through Small Group Discussion
                  Technique to Improve Students' Reading Comprehension

Menyatakan bahwa skripsi ini adalah hasil karya saya sendiri. Sepanjang sepengetahuan 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.

Bandar Lampung, 28 Juli 2023

Yang membuat pernyataan,

Ikke Yennika Anlestari

NPM 1913042011

CURRICULUM VITAE

Ikke Yennika Anlestari was born in Metro on July 22nd, 2000. She is the last child from Masnan and Kasiwen. She has five siblings, three elder sister and two elder brother.

She started her study at TK PKK 1 Bumi Raharjo in 2006, after that she continued her study at SDN Bumi Raharjo and graduated in 2013. After graduating from elementary school, she continued her study at SMP N 1 Trimurjo and finished in 2016. Then, she continued her study at SMA N 1 Trimurjo and graduated in 2019. She was registered as a student of English Education Study Program at University of Lampung in 2019.

During her study at University of Lampung, she actively participated in students' organizations, such as SEEDS (Society of English Education Department Students), HMJPBS (Himpunan Mahasiswa Jurusan Pendidikan Bahasa dan Seni). She became treasure of HMJPBS in 2021. To complete her study, she did her research at SMA Swadhipa Natar. The research is related to teaching narrative text through small group discussion to improve students' reading comprehension.

MOTTO

"It is an impossibility to be perfect, but it is possible to do the best."

DEDICATION

The writer dedicates this script to:

Her beloved parents – Masnan and Kasiwen

Her beloved siblings

Her Alma mater – University of Lampung

Her friends in English Education Study Program

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All praises only for Allah SWT, The Almighty God, for the strengths and incredible blessings granted so the writer was able to finish her paper entitled "Teaching Narrative Text through Small Group Discussion Technique to Improve Students' Reading Comprehension". Peace and blessing be upon Prophet Muhammad SAW, his families, his relatives, and all Moslems. This paper is presented as one of the requirements for S-1 Degree in English Education Study Program, Arts and Language Education Department, Faculty of Teacher Training and Education in University of Lampung.

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Bandar Lampung, July 28th 2023
The Author,

Ikke Yennika Anlestari

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APPENDICES

I. INTRODUCTION

This chapter discussed the introduction of this research, which deal with several points; a background of the problem, research questions, objectives of the research, uses of the research, scope of the research and definition of terms that were used in this research.

1.1 Background

Reading is a thinking process that enables readers to combine the information they read from a text with their background knowledge. The combination of the information from a text and reader's background knowledge construct the meaning that leads to readers' comprehension. When the readers understand and comprehend of what they read, it can be said that the purpose of reading has been achieved successfully.

Reading is one of the important skills in English. According to Grellet (2004:7) reading is a constant process of guessing, and what one brings to the next is often more important than what one finds in it. In reading, the students should be taught to use what they know to understand unknown elements, whether these are ideas or simple words. Sutarsyah (2015) stated 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 assumed as the main factors that make the students fail to comprehend the text.

However, conventional reading activity that only involved students and reading sources may cause a boredom in affect the process of comprehending the text. As stated by Widdowson (1979) asserts that reading in this light as the process of combining textual information with the information a reader brings to a text. In this view, the reading process is not simply a matter of extracting information from the text. Rather, it is one which the reading activates a range of knowledge in the reader's mind that he or she uses, and that, in turn may be refined and extended by the new information supplied by the text. It means that, in comprehending the text the students need a particular technique that allows them to get additional information, so that they can have a better understanding on the text. Small Group Discussion is one of the technique that give students opportunities to share information and their thought on the text. Consequently, the students can help each other in comprehending the text.

Discussion is one of the various methods, which can be used to build students' motivation for learning English. In discussion activity, the students have opportunities to express their ideas and opinions to interact in meaningful realistic contexts. The students also can generate their opinion. It is useful for the students to express their ideas without feeling embarrassing. In these activities, students must work together to develop a plan, resolve a problem or complete the task. In a small group discussion, the students would be able to learn from each other. They

might also correct each other's mistakes, helped out with a needed word and teach each other some non-linguistic material through the content of the discussion.

Additionally, the researcher found some studies related to the use of small group discussion in teaching reading comprehension. The research was conducted by Rizal and Irda (2019) shows that are several factors cause students' find difficulty to understanding reading text. The factor as follow: first, the students' did not following the instruction. Second, the students feel bored and lazy when joining the class.

The second previous research was conducted by (Durriyah, 2017) 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.

The research by Wayan (2019) entitled "The Influence of Small Group Discussion Method on Students' Reading Comprehension on SMK PGRI 2 Kediri", showed that the students still have difficulties in reading comprehension especially in identifying the generic structure, explain explicit information, and identify the purpose of the text.

Based on pre-observation, most of the first grades of senior high school students still have issues related to reading comprehension. The researchers discovered

that the students at SMA Swadhipa Natar found difficulties in comprehending English text. The difficulties caused by several reasons. First, most of the students have lack of motivation in learning English. They tend to not paying attention when the teacher explained the materials. Second, the students had difficulties in understanding the meaning of unfamiliar words. Moreover, the students have a lack of interest in reading because of their low vocabulary mastery.

Small Group Discussion can be an effective strategy to encourage active learning and develop critical thinking. Small group discussion technique is appropriate for teaching reading especially in narrative text. This technique can improve students' reading achievement. Although numerous researchers have discovered the use of Small Group Discussion in improving students' reading comprehension, there are only several researchers that Small Group Discussion in teaching narrative text to improve students' reading comprehension. Therefore, the researcher decided to conduct the research with the title "Teaching Narrative Text through Small Group Discussion Technique to Improve Students' Reading Comprehension". Specifically, at the first grade of senior high school.

1.2 Research Question

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

1. Is there any significant improvement of students' reading comprehension after being taught by small group discussion?
2. How is each aspect of reading comprehension improved?

1.3 The Objectives of the Research

With regard to the problem above, the following are the objectives of the research:

1. To find out whether there is significant improvement of students reading comprehension after being taught by small group discussion technique using narrative text.

2. To find out how is each aspects of reading comprehension improved.

1.4 Scope of the Research

The researcher was conducted the research at the first grade of SMA Swadhipa Natar for the 2022/2023 academic year. This research focused on using Small Group Discussion technique to improve students' reading comprehension. In Small Group Discussion technique, the students are divided into several group consist of 3-4 students. This research aimed to find whether there is significant improvement of students reading comprehension or not. It also focused to find out how is each aspect of reading comprehension improved. The following aspect such as main idea, specific information, reference, inference, and vocabulary. Narrative text was used as the material of the learning process. The text is about legends.

1.5 Uses of the Research

The uses of this research were formulated 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 also for the English teachers because students would not be able to produce text when they have not comprehended the text well.

1.6 Definition of Terms

The followings are definition of terms used in this research:

1. Reading

   According to Grabe and Stoller (2002), reading is the ability to describe the meaning of the printed page and understand this information appropriately.

2. Reading comprehension

   Reading comprehension is the understanding of the written word, the understanding of the content that is being read, and the construction of meanings of the text (Healy, 2002).

3. Small group discussion

   Small group discussion is a type of active learning method that utilizes interaction between teacher and students and between students and students as the main tool for achieving better learning. When applied effectively, small group discussions can stimulate thinking, challenge attitudes and beliefs, and develop interpersonal skills (Jacobsen, 2009).

4. Narrative text

   Narrative is a piece of text, tells a story and, in doing so, entertains or informs the reader or listener (Anderson, 1997).

Futhermore, the definition of terms above will be discussed in the next chapther.

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 such as analysis of previous research, concept of reading comprehension, teaching reading, concept of Small Group Discussion technique, procedures of teaching narrative text using Small Group Discussion technique, theoretical assumption and hypotheses.

2.1 Previous Research

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

First research was conducted by Rizal and Irda (2019). 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 results of the research indicated that students' reading comprehension improved 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. It means that students are successful in understanding of five indicators of reading comprehension.

Second study done by Durriyah (2017) found there was an improving of using Small Group Discussion technique on students' reading comprehension of recount text at eight grade of SMP Attaqwa 02 Bekasi. The results of her research showed that Small Group Discussion could be effectively used to teach reading. Thus, this also proved that the result of analysis data improve students' reading comprehension. In other word, small group discussion technique was effective to be applied in teaching concept.

Another research was done by Wayan (2019) whose research entitled "The Influence of Small Group Discussion Method on Students' Reading Comprehension on SMK PGRI 2 Kediri", showed the result of this study also shows that small group discussion proved to give positive influence on reading skills in Vocational High School. The result of post-test showed that the students' reading comprehension increased after being taught using Small Group Discussion. It was proven by the mean score post-test (65.75) which was higher than mean score pre-test (49.85).

With regard to the previous studies, this research is intended to study further whether or not Small Group Discussion technique can improve students' reading comprehension in narrative text.

2.2 Concept of Reading Comprehension

Reading comprehension is the understanding of the written word, the understanding of the content that is being read, and the construction of meanings of the text (Healy,

2002). Reading can be defined as the process of looking at a chain of written symbols and getting an understanding of meaning from them. Reading is one of the four skills in learning English. It is play important role to mastering English. Reading entails garnering knowledge, information, and meaning from any literary textual content. Readers were advocated to be active in constructing meaning at the same time as reading textual content. For this reason, after the reading has taken place, readers ought to have a clear understanding of what has been written and they will then be able to transfer the information they need. However, many students nonetheless have challenges with comprehension; specifically, once they have to understand words, sentences, or a whole text.

According to Brown (2004:189), reading is a process of negotiation of meaning in the process the readers bring their early thought to the next part of reading process to reach their understanding about the meaning of the texts that they read. It can be said the readers' understanding about the text is the result of interaction between their thought and the meaning of the texts they read.

The other definition of reading is discussed by Grabe (2009:15), he defined reading as a comprehending process. We read to understand what the writer intended to convey in writing, though we also do more. There are two reason points. Firstly, one reason point out that reading assumes comprehension is to be clear that all cognitive processing involved in reading is related to this fundamental goal. Secondly, the most important point is reading not only comprehending process.

Furthermore, Nunan (2003:63) argues that reading is a fluent process of readers combining information from the text and their prior knowledge to build meaning. Reading is an active thinking process that depends not only on comprehension skills but also on the students' experience and their prior knowledge.

Based on the definitions above, we can conclude that reading is the act, which used to get information from written language or text. When reading a text we have to comprehend the content of the text, so we can clearly understand what the writer purpose of the text. Without comprehending, we can lose some important information. In reading, we cannot separate with comprehension. Because, in understanding written symbols we should comprehend the text.

Theories above show that reading comprehension is the ability to gain the information in written text. It is caused by past experience, knowledge, language background, and reading culture.

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. These aspects were explained below:

1. Determining the Main idea

In line with (Mc Whorter, 1986) sentence that 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 paragraph, 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.

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, analogy, because, and effect statistics and quotation (Mc. Whorther, 1986:36).

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.

4. Making 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.

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 is going. It consists of the stock of word used for anyone in speaking or even producing the utterance for reading.

2.3 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. To teach reading comprehension effectively, teachers must lead students in the classroom to become proficient and successful readers. Creative teachers do not use only one specific method and technique, but also implement many strategies and skills to help the students' needs and learning styles in the classroom.

Slavin (2000) has also noted that effective instruction is not a simple thing of one person with more knowledge transferring knowledge to another. Therefore, the teaching process must be modified by the teachers depending on the student's needs. Allington (2002) notes that creative teacher guidance produces better results regardless of curriculum materials, pedagogical approaches, and/or reading programs.

In conclusion, teaching reading comprehension is an activity that is created by the teacher to provide chances for students to understand the texts by using several strategies. In teaching reading comprehension, the teacher has to know which strategies appropriate to the students' needs, the texts, and the condition of the class during the teaching and learning process.

2.4 Concept of Small Group Discussion Technique

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

The small group discussion format can be conceptualized in various ways and proponents of the technique have assessed only certain types of the models. However, 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 trust each other, and they still have to determine each other's skills, knowledge, situation and attitudes.

Clearly, in the group discussion, the students perform a learning task through small group interaction. In small group discussion, students take a role as the center of the learning activities. Small Group Discussion is strategically that giving several advantages to the students. Moreover, Exley and Dennick (2004:32) state that in Small Group Discussion students can be encouraged to talk, think and share more rapidly in the larger group. This activity allows both active and passive students participate actively during teaching and learning process. Through this technique,

introvert students who often shy to express their ideas in a big class are encouraged and have a bigger opportunity to participate in classroom.

2.4.1 Advantages and Disadvantages

The following are advantages and disadvantages of small group discussion technique:

1. Advantages

    According to Dmin (1998:74), there are several advantages of small group discussion:

    a. First, small group discussion is a good devise to develop social skills.

    b. Second, it can meet different needs of students based on their different types of learning.

    c. Third, it can help students to hold their attention, focus on the task and a great way to form students' attitudes and helps them to develop important academic skills in the process of learning that usually results in better academic achievements.

    In brief, Small Group Discussion can be an effective learning situation in which students learn both through instructions from their teachers and from interaction with each other.

2. Disadvantages

    On the other hand, Hamer (2001: 118-119) also states the limitation of group discussion:

    a. Not all students enjoy it since they would prefer to be focus of the teacher attention rather than working with their peers.

    b. Individuals may fall into group roles that become fossilized so that some are passive whereas other may dominate.

To clear up the disadvantages above, the teacher should make the class more active. By giving some games could be effective to encourage the students activeness and enjoyed the class activity.

2.5 Concept of Narrative Text

Narrative text is one of genre, which is taught at the tenth grade students. According to Anderson (1997: 8), narrative is a piece of text, tells a story and, in doing so, entertains or informs the reader or listener.

The narrative text is a text that tells about something that is fictive and only in the form of essays from the writer only. The use of the narrative text itself has several purposes, such as entertaining, educating, telling, conveying the author's experience or as a medium to develop the imagination of the reader. Examples of narrative text such as folklore, fairy tales, or fables that are legendary from all parts of the world, although the narrative text is generally imaginative, some narrative text is also factual. Its social function is to tell stories or past events and entertain the readers. The social function of narrative is to amuse, entertain and to deal with an actual or vicarious experience in different ways.

a) The Generic Structure of Narrative Text

- Orientation

  The orientation section contains the opening of the story that contains the introduction of characters, introduction to the background time and place of the story. Anyway, this section contains a general part of the story that includes what, who, when, and where the story is told.

- Complication

  In this section, the main character starts experiencing conflicts in his life and the main character must resolve the conflicts.

- Resolution

  The resolution section is the ending story section. In this section all the problems must be resolved by the main character. In the resolution section there is also usually a moral message or moral value or advice that we can take from the story. The moral value in the ending of a narrative text is called Coda.

b) Language Features of Narrative Text

In narrative text, it usually uses the past or past forms, because this story is a fiction. Tenses can use past perfect, past continuous, past perfect continuous, or it can be past perfect future continuous. Not all these rules have to be used as references because tenses refer to the conditions and situations of the sentence.

- Using Action Verb in Past Tense. For example, Walked, Said, Wondered, etc.

- Using certain nouns as pronouns people, animals and things in the story. For example, the princess, the girl, the queen, etc.

- Using adjectives that form a single noun phrase. For example, the red riding hood, the poisoned apple, etc.

- Uses Time Connectives and Conjunctions to sequence events. For example, before, after, then, next, soon, etc.

- Using Adverbs and Adverbial Phrase to indicate the location of events or events. For example, on the sea, in the mountain, there, happily ever after, etc.

c) Example of Narrative text

The Legend of Prambanan Temple

Orientation

Once, there was a kingdom named Prambanan with the King, Prabu Baka who had a beautiful daughter, Roro Jonggrang. The people lived peacefully. However, soon they were disturbed by Pengging Kingdom, which was led by Bandung Bondowoso. He defeated and killed Prabu Baka during the war.

Complication

On seeing Princess Roro Jonggrang's beauty, Bandung Bondowoso fell in love with her and wanted to marry her. Meanwhile, the Princess felt sad due to her death. She did not want to marry Bandung as he had killed her father. On the other side, she was afraid of Bandung. So, to refuse politely, she made a condition.

"I will marry you but you have to build one thousand temples in one night as a wedding gift," requested Roro Jonggrang. Bandung Bondowoso agreed with the condition. He then started to build the temples, helped by the spirits.

As the midnight went closer, the work would nearly be done. Roro Jonggrang knew and thought a way to beat Bandung.

Suddenly she got an idea. She woke up all the women in the palace and ordered them to make the noisy sounds of grinding rice so the roosters thought that it had already been dawn. Bandung Bondowoso became frustrated as he thought that he failed the completing the last one. "The Princess has deceived me!" he shouted.

Following his wrath, he cursed Roro Jonggrang.

"As you have cheated, now the thousandth temple is you!"

Resolution

All at once, the Princess turned into a statue. Bandung Bondowoso suddenly regretted his anger and went away.

Reorientation

Until now, the temple with Roro Jonggrang statue is still standing in Prambanan area, Central Java. The temples built by Bandung Bondowoso are now called Sewu Temple or the Thousand Temple. In Javanese, sewu means a thousand.

2.6 Procedure of Teaching Narrative Text through Small Group Discussion Technique

In teaching reading comprehension, the researcher use small group discussion technique as a technique to help the students to comprehend the text easily in-group. According to Yusismi and Jufri (2017), the successfulness of teaching can be achieved by great teaching preparations. Before coming to the class, it is an important for teachers to consider several preparations. There are several preparations, which the teachers should do:

1. Preparing lesson plan

Preparing lesson plan is guiding for teachers in teaching. By using lesson plan, teachers can see every single activity in the process of teaching reading comprehension of narrative text by using Small Group Discussion because it includes the procedure of technique in teaching.

2. Preparing material

Teachers should prepare the material before coming to the class; they must connect teaching material with the topic based on syllabus and curriculum that is appropriate for using in learning.

3. Preparing media

Media is a kind of tools to help teachers in the process of teaching, such as laptop, speaker, picture and projector that makes the lesson interesting for the students because the quality of teachers and well-integrated supports from media is essential for education.

2.6.1 Teaching Procedures

Small group discussion has several steps to be done for making this method easier. According to Ernest (1997), there are some procedure of small group discussion, they are:

1. Pre-activity

In this activity, the researchers help the students in guiding their background knowledge about the topic that being discussed in the text that will be learned. The text that is going to learn is narrative text. Before going to the topic, the researchers need to do these activities; greet the students, asked the students start to pray, check students' attendance, check students' readiness, review the previous lesson, state a new topic, introduce the topic about narrative text and inform the purpose of the lesson and tell the students what they will learn.

2. While-activity

Before explaining the material, the researcher divided the students into several groups consist of 3-4 students. After delivering the material, the researcher gave each group the same text. Then, the researcher guided the students to discuss about the text that has been given. After discussing the text in a group, they also have to answer the questions related to text. 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 researcher should observe the group discussion to make sure that all members participate in their own group time when the students should discussion. The teacher also gave limitation finish the discussion. 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. Thus, the researcher help the students to explain in details what they have learned and the teacher might give corrections if any.

3. Post-activity

In this step, the researcher evaluates the students' comprehension about the text that has been discussed and ask one representative students to summing up the day's activity. After that, the researcher concludes the lesson and reminds the students to keep practicing, and researcher tells about the topic of the lesson for the next meeting.

Based on the explanation above, it can be concluded that the procedure of teaching narrative text through small group discussion conducted in three phases, starting from pre-activity, while activity and post activity.

2.7 Theoretical Assumption

Reading is important as the other skill besides listening, writing, and speaking, that must be done by the student. Students are expected to have ability to comprehend many kinds of text also to gain information and knowledge from the texts. However, there were some problems when the teacher taught them reading comprehension. One of the problems are finding the best technique or strategy to teach reading comprehension.

In this occasion, an interest towards teaching reading comprehension through Small Group Discussion technique as a technique used in teaching reading of narrative

text comes up. The researcher assume that the use of Small Group Discussion technique can make the students to participate actively in the teaching learning process. Small Group Discussion technique also provides an opportunity to work in groups to have a discussion among peers. At the end of the activity, Small Group Discussion technique in the teaching learning process is accepted to be effective in teaching reading on narrative text.

2.8 Hypotheses

Based on the previous discussion on the background in this study, the hypothesis are formulated as follows:

1. **Null hypo (H_0)**: there is no significant improvement in students' reading comprehension after being taught by using small group discussion technique.

2. **Alternative hypothesis (H_A)**: there is a significant improvement of students' reading comprehension after being taught by using small group discussion technique.

3. **Null hypo (H_0)**: there is no improvement in each aspect of reading comprehension after being taught by using small group discussion tecnique.

4. **Alternative hypothesis (H_A)**: there is an improvement in each aspect of reading comprehension after being taught by using small group discussion.

This section has discussed the terms related to the study such as: analysis of previous research, concept of reading comprehension, teaching reading, concept of Small Group Discussion technique, procedures of teaching narrative text using Small Group Discussion technique, theoretical assumption and hypotheses.

III. METHODS

This chapter refers to research design, population and sample, research instrument, data collection, and data analysis.

3.1 Research Design

This research aimed to find out the improvement in students reading comprehension after being taught by Small Group Discussion technique. The researcher use one-group pretest-posttest design in which there are one group as the sample (Setiyadi, 2006). One group pre-test-post-test design as a research design where a group of participants was pre-tested on the dependent variable and post-tested after the treatment had been applied. The pre-test were provided to measure the students' capability before the treatment, and the post-test were given to measure how far the students' performance after they completed the treatment. The research design can be represented as follows:

T1 X T2

Which are:

T1   : Pre-test

X   : Treatment

T2   : Post-test

3.2 Population and Sample

The population of this research was the first grade of SMA Swadhipa Natar. The class consist of 27 students. In this research, the researcher only use one class as the sample of the research. The researcher wanted to know whether Small Group Discussion could improve the students' reading comprehension and how is each aspect of reading comprehension improved.

3.3 Research Instrument

The instrument in this research was reading test consisting of pre-test and post-test. The test were used to find out how far the students have improve after being taught using Small Group Discussion technique. The pre-test and post-test consist of 40 multiple-choice reading comprehension items with five choices a, b, c, d, and e include identifying main ideas, specific information, references, inferences, and vocabulary.

3.3.1 Validity

Validity is the extent to which an instrument really contains the objective to be included suitable with the criteria (Hatch and Farhady, 1983). A test can be considered valid if it can accurately measure the quality of the test. There are several types of validity according to different purpose of the test. To measure the test had good validity, the researcher used face validity, content validity and construct validity. The validity of the test in this research such as:

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 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 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 first grade of senior high school students in second semester. So, that the 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 idea, identify the specific information, finding reference, making inference and understanding vocabulary.

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.

Tabel 3.1 Table of Specification Pre-test and Post-test

Aspect	Pre-test	Post-test
Main idea	1, 6, 11, 16, 21, 25, 33, 37	1, 6, 11, 16, 20, 25, 33, 37
Spesific information	2, 7, 12, 17, 18, 26, 34, 38	2, 12, 14, 21, 22, 26, 34, 38
Reference	4, 8, 13, 14, 19, 22, 30, 39	3, 9, 13, 17, 23, 29, 30, 39
Inference	5, 10, 15, 20, 27, 29, 32, 36	5, 7, 10, 15, 24, 27, 32, 36
Vocabulary	3, 9, 23, 24, 28, 31, 35, 40	4, 8, 18, 19, 28, 31, 35, 40

3.3.2 Reliability

Reliability refers to extend to which the test is consistent and gives an indication of how accurate the test is (Hatch and Farhady, 1982). In other words, how far it can measure the subject at the separated time, but shows the same result relatively (Setiyadi, 2006). To measure the coefficient of the reliability between odd and even number (reliability of half test), this research used the pearson product moment formula as follows:

$$\mathbf{r}_{xy} = \frac{\mathbf{n}(\sum \mathbf{xy}) - (\sum \mathbf{x})(\sum \mathbf{y})}{\sqrt{[\mathbf{n}(\sum \mathbf{x^2}) - (\sum \mathbf{x})^2] - [\mathbf{n}(\sum \mathbf{y^2}) - (\sum \mathbf{y})^2]}}$$

Notes:

$\mathbf{r}_{xy}$ refers to the coefficient of reliability between odd and even number items

$\mathbf{n}$ refers to the total numbers of students

$\mathbf{x}$ refers to the total numbers of the odd number

$\mathbf{y}$ refers to the total numbers of the even number

$\sum \mathbf{x^2}$ refers to the total score numbers of the odd number items

$\sum \mathbf{y2}$ refers to the total score numbers of the even number items

$\sum \mathbf{xy}$ refers to the total score numbers of the odd and even number items

After getting the reliability of half test, the researcher uses "Spearman Bown's Prophecy formula" (Hatch and Farhady, 1982) to determine the reliability of all tests, as follows:

$$r_{k=} \frac{2r_{xy}}{1+r_{xy}}$$

Where:

r_k = the reliability of the whole tests

r_{xy} = the reliability of half test

(Hatch and Farhady, 1982)

The criteria of reliability as follows:

1.90-1.00   = high

0.50-0.89   = moderate

1.0-0.49   = low

3.3.3 Level of Difficulty

To see the level of difficulty, the researcher will use the following formula:

$LD = \frac{R}{N}$

LD = level of difficulty

R = the number of students who answer correctly

N = the number of the student

The criteria are:

LD < 0.30   = difficult

LD = 0.30 – 0.70   = satisfied

LD > 0.71 – 1.00   = easy

<div align="right">(Shohamy, 1985)</div>

3.3.4 Discrimination Power

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

$$DP = \frac{U - L}{\frac{1}{2} N}$$

Where:

DP = discrimination power

U = the proportion of upper group students

L = the proportion of lower group students

N = total number of students

The criteria as follows:

0.00 – 0.20 = poor

0.21 – 0.40 = satisfied

0.41 – 0.70 = good

0.71 – 1.00 = excellent

Negative = bad items (should be omitted)

<div align="right">(Heaton, 1975)</div>

3.3.5 Scoring System

In scoring the students' results of the test, the below formula is used. The ideal high score is 100. The researcher calculated the average of the pre-test and post-test by using this formula:

$$S\frac{r}{n}\,100$$

Where:

S = the score of the test

R = the total of correct answer

N = the total items

(Arikunto, 1997)

3.4 Data Collection

In collecting data, the researcher used the following procedures:

1. Pre-test

Before conducting the treatments, the pre-test was conducted to find out the students' reading comprehension performance before the treatments. This test are multiple-choice, in which the students were asked to choose one correct answer from the choices a, b, c, d or e. In this test, the students are given 40 items of the test within 90 minutes.

2. Post-test

After conducting the treatments, the researcher gave the post-test to know the students' performance after implementing the treatments. This test consisted of 40 items of multiple choice for 90 minutes. It can be stated if the post-test score was

higher than the pre-test, it means that the students has learned certain topics. If the scores were about the same, or if the post-test score was lower than the pre-test score, it may have implications for the topic actions not being studied in learning.

3.5 Data Analysis

The researcher analyzed the students' score to find out the improvement in reading comprehension by using small group discussion technique in the following steps:

1. Scoring the pre-test and post-test.

2. Finding the mean of the pre-test and post-test using a formula. The researcher computed the mean score using formula this is designed by arikunto (2006) as follows:

$$M = \frac{\Sigma X}{N}$$

Where:

M = mean (average score)

X = the total students score

N = total number of students

3. Concluding the calculated result from the pre-test and post-test by using Repeated Measure t-test of Statistical Package for Social Science (SPSS) to examine whether there is an improvement of the students' reading comprehension or not.

4. Concluding the result of each aspect from the pre-test and post-test to examine how is each aspect of reading comprehension improved

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

V. CONCLUSION AND SUGGESTIONS

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

After conducted the research at the first grade of SMA Swadhipa Natar and analyzing the data, the researcher draws the conclusion as follows:

1. Firstly, Small Group Discussion can give significant improvement to students' reading comprehension. Based on the result, there is a significant improvement of students' reading comprehension after being taught using Small Group Discussion technique. It was proved by the increase of students mean score increased from 57.31 to 71.11 which the gain was 13.8.

2. Secondly, the result of this research shows that all the aspect of reading comprehension improve in terms of macro skills, arranging from the highest to the lowest aspects are:

   b. Specific information shows significant differences in reading aspect from students' pre-test score to students' post-test. This aspect improved because, the students were able to find the information in a paragraph.

c. Finding reference was the second highest improvement. This aspect significantly improved because the students were able to find the specific nouns that pronouns refer.

d. Determining main idea was the third highest improvement. This aspect significantly improved, because the students were able to determine the topic sentence correctly.

e. In terms of inference, it is specifically improved, but it was not significantly difference. In inference, the students were able to find inference in a paragraph.

f. Vocabulary was the lowest aspect improvement of reading aspect improvement. This aspect specifically improved, but it was not significantly difference. However, the students were able to match a vocabulary, found the synonym and the antonym of the word.

In sum, it could be concluded that the highest improve was on the aspect of the specific information.

5.2 Suggestions

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

1. Suggestion for English teachers

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

a. The English teacher are suggested to teach reading using Small Group Discussion technique as one of the technique to improve students' in comprehending a text.

b. The English teacher should explain the procedures of the technique that are going to be used before the learning process in order to make students understand the text well.

c. The English teacher are suggested to give more questions in the task to stimulate the students' in understanding a text.

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 creative 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 senior high school. Thus, the further researchers can conduct this technique for different levels of students such as junior high school students, or even university level and different kind of English text.

This chapter has discussed 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.

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