

# **THE USE OF SMALL GROUP DISCUSSION METHOD IN TEACHING STUDENTS' READING COMPREHENSION**

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## **ABSTRACT**

The research paper entitled “The Use of Small Group Discussion Method in Teaching Students’ Reading Comprehension”. The purpose of the study was to know is there significance difference between small group discussion method and conventional method in teaching reading comprehension at the eight grade students Junior High School. This research was conducted at SMP Banjar Asri, located at Jln. Gunung Puntang KM 1. This type of research is quasi-experimental. The population of this research was eight grades of SMP Banjar Asri and the sample were 30 students of VIII B as the experimental class and 30 students of VIII C as the control class. In collecting data, the researcher used a test named pre-test and post-test. The result of this research indicated that the pre-test means score of the experiment class was 58 and the means score of control class was 53. After giving treatment, the post-test means score of the experiment class was 75 and the means score of control class was 60. The result indicated that the students who taught by using small group discussion method get a high score than the students who taught by conventional method. The result of the analysis t-test calculation, where the t-observe is bigger than t-table. As the derived  $t = 7.462$  exceeds the table critical value of  $t = 2.000$ , at  $p = 0.05$  with  $Df = 58$  ( $7.462 > 2.000$ ). Therefore, the Alternative Hypothesis ( $H_a$ ) is accepted, stating that there is significance difference between small group discussion method and conventional teaching in teaching students reading comprehension in eight grade of Junior High School and the Null Hypothesis ( $H_o$ ) is rejected. Based on the result above, it can be concluded that the Small Group Discussion Method is effective in improving students’ reading comprehension of narrative text. Then, result of the data from the questionnaires was almost all of students answered liked being taught reading comprehension by using small group discussion method. It was shown by the result of the questionnaire that was 90% of the students answered that learning narrative text in reading comprehension through small group discussion are effective. It can be concluded that students’ response were positive, good and can improve students’ reading comprehension.

**Keywords:** *Discussion. Small Group. Small Group Discussion. Reading Comprehension. Students' Reading Comprehension.*

## **ABSTRAK**

Makalah penelitian berjudul “The Use of Small Group Discussion Method in Teaching Students' Reading Comprehension”. Tujuan dari penelitian ini adalah untuk mengetahui apakah ada perbedaan yang signifikan antara metode diskusi kelompok kecil dan metode konvensional dalam pengajaran pemahaman membaca pada siswa kelas delapan Sekolah Menengah Pertama. Penelitian ini dilakukan di SMP Banjar Asri yang berlokasi di Jln. Gunung Puntang KM 1. Jenis penelitian ini adalah quasi-experimental. Populasi penelitian ini adalah siswa kelas delapan SMP Banjar Asri dan sampelnya adalah 30 siswa VIII B sebagai kelas eksperimen dan 30 siswa VIII C sebagai kelas kontrol. Dalam pengumpulan data, peneliti menggunakan tes bernama pre-test dan post-test. Hasil penelitian menunjukkan bahwa nilai rata-rata pre-test kelas eksperimen adalah 58 dan nilai rata-rata kelas kontrol adalah 53. Setelah diberikan treatment, nilai rata-rata post-test kelas eksperimen adalah 75 dan nilai rata-rata kelas kontrol adalah 60. Hasil penelitian menunjukkan bahwa siswa yang diajar dengan metode diskusi kelompok kecil memperoleh nilai yang lebih tinggi dibandingkan siswa yang diajar dengan metode konvensional. Hasil analisis perhitungan t-test, dimana t-observe lebih besar dari t-table. Karena turunan  $t = 7,462$  melebihi nilai kritis  $t\text{-table} = 2,000$ , pada  $p = 0,05$  dengan  $Df = 58$  ( $7,462 > 2,000$ ). Oleh karena itu, Hipotesis Alternatif ( $H_a$ ) diterima, yang menyatakan bahwa terdapat perbedaan yang signifikan antara metode diskusi kelompok kecil dan pengajaran konvensional dalam mengajar pemahaman membaca siswa di SMP kelas delapan dan Hipotesis Nol ( $H_o$ ) ditolak. Berdasarkan hasil di atas, dapat disimpulkan bahwa Metode Diskusi Kelompok Kecil efektif dalam meningkatkan pemahaman membaca teks naratif siswa. Kemudian, hasil data dari kuesioner adalah hampir semua siswa menjawab suka diajari pemahaman membaca dengan menggunakan metode diskusi kelompok kecil. Hal ini ditunjukkan dari hasil angket yang diperoleh 90% siswa menjawab bahwa pembelajaran teks naratif dalam pemahaman membaca melalui diskusi kelompok kecil efektif. Dapat disimpulkan bahwa respon siswa positif, baik dan dapat meningkatkan pemahaman membaca siswa.

**Kata Kunci :** *Discussion. Small Group. Small Group Discussion. Reading Comprehension. Students' Reading Comprehension.*

## **BACKGROUND**

Most international events are conducted in English. Which is also used as a conduit for the exchange of knowledge regarding science, technology, and culture. The pronunciation, spelling, and cultural context of the foreign language are only a few of the completely diverse features and systems that students or language learners need to comprehend. There are four skills that make up the English language, they are speaking, listening, reading, and writing. In studying English, reading ability is especially crucial since it helps the mind grow. Kusnandar and Budiarti (2019) say that

“reading is one activity to get information from what they already read. The main purpose of reading activity is to gain ideas and information. To achieve that purpose the students should comprehend their reading text better.”

Based on the statement above, it can be concluded that reading activity is one activity that we can get information to achieve the goal. Harp and Brewer (1996:17) say that “reading is a necessary skill that any learner needs.” The ability to comprehend what we read is important. Students can get their own knowledge, language and experience through reading. Issues with reading comprehension occur when students struggle to understand the meaning behind words, phrases and other texts.

Signs that may indicate a reading comprehension difficulty include: trouble with letter and word recognition difficulty understanding words and ideas. Due to the influence of the teaching method on the students' ability to comprehend context at a young age, employing the effective method helps the students follow the lesson well and boost their reading comprehension. Based on the issues identified above, teacher should assist students in finding the best way to improve their reading comprehension. The researcher uses the small-group discussion approach to teach reading to resolve this issue. Kenz and Greg (2000:4) say that

“Small group is a small member of human, work together through interaction whose interdependent relationship allows them to achieve a mutual goal. The students can work together in solving their problems or they can answer the question from the teacher.”

It can be concluded that small group can help students to discuss the solution to answer the questions and to resolve the problems together to achieve the goal because they do not complete their responsibilities alone. So, the confidence will grow little by little as students successfully share ideas and experience when they do work together.

There are some previous research which are similar with the research. The first was done by Yuliasari (2014), titled *Improving Reading Comprehension Through Small Group Discussion Technique of the Eighth Grade Students of SMPN 4 Denpasar*. In this research, the researcher analyzed the improvement of students' reading comprehension through small group discussion technique. The result of this research, showed the students' motivation and attitude changed positively after the implementation of small group discussion. This classroom action research proved that small group discussion could improve reading comprehension.

The second was done by Umiyati (2011), titled *The Effectiveness of Using Small Group Interaction in Teaching Reading Comprehension*. In this research, the researcher used an experimental research. The aim of the research to find out the differences between students' achievement in learning reading which is concerned with descriptive text. The result of the research in teaching reading comprehension through small group interaction is effective. There is significant difference to students' achievement in learning reading comprehension by using small group interaction.

The last research done by Noorhaya (2016), titled *The Effect of Small Group Discussion in Reading Class on Students' Reading Comprehension*. This research used combination of quantitative and qualitative methods. The aims of this research were to investigate the effect of small group discussion in reading comprehension and the difficulties that students face on comprehending a text. The result of the research, first, there was an effect of small group discussion in reading

comprehension. Second result was revealed five difficulties that the students faced on comprehending a text namely vocabulary, sentence, phrase, reference, and background knowledge.

Based on the previous research above, it can be seen that small group discussion can be implemented in improving students' reading comprehension. Moreover, the difference between those previous research and this research, this research uses quasi-experimental design which consist of two classes between experiment and control class. The participant of this research is the eight grade of Junior High School in SMPN 1 Cimaung. And based on the aim, the aims of this research is to find out there is significant difference between small group discussion method and conventional teaching in teaching students' reading comprehension. And the second is to know students' responses the use of small group discussion in teaching students' reading comprehension.

The researcher uses small group discussion as part of the educational process to provide students with the knowledge and problem-solving abilities necessary to resolve their comprehension in reading. This research aims to find out there is significance difference between small group discussion and conventional teaching in teaching students' reading comprehension affects their learning outcomes. And to know students' responses the use of small group discussion method in teaching students' reading comprehension. The researcher is eager to carry out a quasi-experimental study with the following title **The Use of Small Group Discussion Method in Teaching Students' Reading Comprehension at SMP Banjar Asri.**

## **RESEARCH QUESTION**

There are two research questions taken in this research. The questions are:

1. Is there significance difference between small group discussion method and conventional teaching in teaching reading comprehension?
2. What are students responses toward the use of small group discussion method in teaching reading comprehension?

## **LITERARY REVIEW**

### **1. Discussion**

Discussion allows for an interchange of ideas within the context of group under the direction of a presenter, (Brewer, 1997). Discussion method purpose of advancing students' thinking, learning, problem-solving and reading comprehension in narrative text.

### **2. Small Group**

Small group as having at least three or no more than twelve or fifteen members, each group consisted of 3-6 students. The method allows students to actively participate enhance the students academic performance and communication in learning process, (Sanchez, 2009).

### **3. Small Group Discussion**

There are many definition of small group discussion. According to Bormann (1996:44) small group discussion is something that composed three or more people working together to do a clearly specified activity or to reach a common goal. Arends (1997: 201) also says that discussion gives students public opportunities to talk about and play with their own ideas and provides motivation to engage in discourse beyond in the classroom. Supported by Wu (2008) says that small group discussion could stimulate students to be involved in the active process of constructing knowledge.

### **4. Reading Comprehension**

There are many definitions of reading comprehension according to experts. Kirby (2007) says that "reading comprehension is the process by which we understand the texts we read." In line with this, Peter Westwood (2012) says that "reading comprehension is the process of making meaning from the text." Grellet (1998:3) also says that "reading comprehension is an understanding a written text means extracting the required information from it as efficiently as possible."

Reading and comprehension are viewed as two interrelated activities that cannot be separated. When we understand a text, we don't just remember the precise words and sentences we read. Rather, we create the meaning the text describes by combining the meaning of the words and phrases into a meaningful whole.

## **5. Students' Reading Comprehension**

The comprehension of eight grade junior high school student in reading narrative text.

## **RESEARCH METHODOLOGY**

### **1. Research Design**

The research design of this research is quantitative design and quasi-experimental is used in this research. Mujis (2004, p.13) says that quasi-experimental designs are means to approximate as closely as possible the advantages of true experimental design. This type of experimental design contains two groups, those are experimental group who does a treatment and control group who does not receive a treatment. Collectively, such situations can be regarded as quasi-experimental design.

### **2. Population and Sample**

Population is entire group of entities or persons to whom the results of a study are intended to apply, (Arikunto, 2010:186). The population of this research is the eight grade of SMP Banjar Asri that are grouped into 3 classes: they are VIII A, VIII B, and VIII C. Each class consist of 30 students. The total population in this school is 90 students.

Sample is part of population, (Arikunto, 2010:53). The researcher choose VIII B for the experimental group and VIII C for the control group. The researcher take 30 students for each group as the sample of the research. So the total sample of this research is 60 students.

### 3. The Research Instrument

Research instruments are tools used in the research for obtaining relevant data to research's project and there are many alternatives from which to choose (Wilkinson & Birmingham, 2003, p. 3). Here are three types of research instrument, namely:

#### a. Pre-test

Pretest is done before treatment process to know the students' reading comprehension before taught used by small group discussion. The researcher gives the test that contains 15 items of multiple choices, 5 items of true or false, and 5 items of essay. The researcher uses narrative text, and choose fairy tale with title Cinderella so students feel interesting to read the text.

Here is the example of pre-test :

<b>Name</b>	:
<b>Class</b>	:
<b>Date</b>	:
<b>Read the text carefully!</b>	
Cinderella	
Once upon a time, there lived a girl named Cinderella. She lived with her step mother and two step sisters. The step mother and her two daughters didn't like Cinderella. They created Cinderella very bad. Cinderella usually did the hardest works in the house; such as scrubbing the floor, cleaning the pot and pan and preparing the food for the family, and so on.	
One day, a ball was to be held by the royal family of the kingdom to find the Prince's spouse. Cinderella wanted to go to the ball but her step mother asked her to stay at home and do the house works. Cinderella cried. Then there was a fairy godmother standing beside her. "Why are you crying, Cinderella?", the fairy godmother asked. "Because I want to go to the ball but my step mother insists me to stay at home. Besides, I don't have any beautiful dress" said Cinderella.	
<b>Answer the question with the correct answer!</b>	
1.	What is the title of the text?
a.	Cinderella
b.	Timun Mas
c.	Princess
d.	Prince
2.	What is the character of Cinderella's step mother?
a.	Kind
b.	Good
c.	Cruel
d.	friendly
3.	How many step sisters that Cinderella has?
a.	Two
b.	Three
c.	Five
d.	Seven
4.	What Cinderella has to go to a party?
a.	Expensive shoes
b.	Cheap shoes
c.	Glass shoes
d.	Black shoes
5.	What kind of work that Cinderella's step mother wants?
a.	Wash clothes
c.	Watching TV



## b. Post-test

Post-test was held after all treatments were conducted. The post-test is done to see final score and to know different of the students' score before get the treatment and after they get the treatment by using small group discussion in teaching reading comprehension. The researcher gives the test that contains of multiple choices with different story each 5 questions which total 15 questions, 5 items of true or false, and 5 items of essay. The researcher chooses legend and fairy tale so students feel interesting to read the text.

Here is the example of post-test :

<b>Name</b>	:
<b>Class</b>	:
<b>Date</b>	:
 <b>Read the text carefully!</b>	
<p>Long, long ago, when the gods and goddesses used to mingle in the affairs of mortals, there was a small kingdom on the slope of Mount Wayang in West Java. The King, named Sang Prabu, was a wise man. He had an only daughter, called Princess Teja Nirmala, who was famous for her beauty but she was not married. One day Sang Prabu made up his mind to settle the matter by a show of strength.</p>	
<p>After that, Prince of Blambangan, named Raden Begawan had won the competition. Unfortunately, the wicked fairy, Princess Segara fell in love with Raden Begawan and used magic power to render him unconscious and he forgot his wedding. When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy.</p>	
<p>The fairy could not accept this, so she killed Raden Begawan. When Princess Teja Nirmala heard this, she was very sad. So a nice fairy took her to the Kahyangan.</p>	
<b>Answer the question with the correct answer! (Question 1-5)</b>	
<ol style="list-style-type: none"><li>1. Which one of the following statements is false about Sang Prabu?<ol style="list-style-type: none"><li>a. Sang Prabu was a father of his only daughter</li><li>b. Sang Prabu was a king of a kingdom in West Java</li><li>c. Sang Prabu was taken to Kahyangan by a wicked fairy</li><li>d. Sang Prabu was a wise man</li></ol></li><li>2. Why the wicked fairy did used her magic to make Raden Begawan unconscious?<ol style="list-style-type: none"><li>a. She didn't like Raden Begawan</li><li>b. She didn't want Raden Prabu marry the princess</li><li>c. She wanted Teja Nirmala to forget about her wedding</li><li>d. She didn't want the prince of Blambangan marry the princess</li></ol></li><li>3. What do you think will happen if gods or goddesses cannot mingle in the affairs of people in the earth at that time?<ol style="list-style-type: none"><li>a. Princess Segara will have married with Raden Begawan</li><li>b. Sang Prabu will not hold strength competition</li><li>c. Raden Begawan will not die</li><li>d. Wicked Fairy will not take Raden Begawan's life</li></ol></li></ol>	

### c. Questionnaire

Questionnaire is used to know what the student responses toward the use of small group discussion in teaching students' reading comprehension. It means the respondents answer the questions by choosing one of the options that was given by the researcher. The form of the questionnaire given to students of responses related to the research title and totals 10 questions.

Here is the example of questionnaire :

Name : Class : Date :			
Questionnaire			
No	Question (Pertanyaan)	Yes	No
1	Do you enjoy learning English? ( <i>Apakah anda senang mempelajari Bahasa inggris?</i> )		
2	Do you think learning English is difficult? ( <i>Apakah menurut anda pelajaran bahasa inggris itu sulit?</i> )		
3	Do you study English outside of school? Course institutions, for example? ( <i>Apakah anda mempelajari bahasa inggris diluar sekolah? Lembaga kursus contohnya?</i> )		
4	Do you like reading English books? ( <i>Apakah anda gemar membaca buku berbahasa inggris?</i> )		
5	Do you like reading book about fairy tale or legend? ( <i>Apakah Anda suka membaca buku tentang dongeng atau legenda?</i> )		

## 4. The Data Analysis

### 1. The Test

The data collected through pre-test and post-test in experimental class and control class is analyzed using t-test. Independent t-test is used to compare the means from two group. Here is the formula of t-test for pre-tets and post-test design according to Arikunto (2006, p.306):

1. The formula of mean of the pre-test score:

$$X = \frac{\Sigma \chi_1}{n}$$

$X$  = mean of sample

$\Sigma \chi_1$  = total number of all individual observation of  $X$

$n$  = total number of observations

2. The formula of mean of the pre-test score:

$$X = \frac{\Sigma \chi_2}{n}$$

$X$  = mean of sample

$\Sigma \chi_2$  = total number of all individual observation of X

$n$  = total number of observations

3. The formula for independent group according to Arikunto (2006, p.315) :

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left( \frac{\Sigma X_1^2 - \frac{(\Sigma \chi_1)^2}{N_1} + \Sigma X_2^2 - \frac{(\Sigma \chi_2)^2}{N_2}}{N_1 + N_2 - 2} \right) \cdot \left( \frac{1}{N_1} + \frac{1}{N_2} \right)}}$$

Explanation:

$\bar{x}_1$  = the mean of the scores of the experiment group

$\bar{x}_2$  = the mean of the scores of the control group

$\Sigma \chi_1^2$  = the sum of the squares of the experiment group

$\Sigma \chi_2^2$  = the sum of the squares of the control group

$(\Sigma \chi_1)^2$  = the square of the sum of the scores of the experiment group

$(\Sigma \chi_2)^2$  = the square of the sum of the scores of the control group

$N_1$  = the total number of scores in the experiment group

$N_2$  = the total number of scores in the control group

To make decision whether the null hypothesis is rejected or accepted. As the following criteria:

If  $t\text{-table} > t$  (t-obtained), the null hypothesis is accepted and the alternative is rejected.

If  $t\text{-table} < t$  (t-obtained), the null hypothesis is rejected and the alternative is accepted.

## 2. The Questionnaire

The formula for data from the questionnaire:

$$P = \frac{F}{N} \times 100\%$$

P = Percentage

F = Frequency of each questionnaire answer

N = Number of responder

## FINDING AND DISCUSSION

### a. Pre-Test

The Pre-test was used to know the students' score at the beginning of the study for research data and for knowing the students' knowledge before giving the treatment. The pre-test contained reading test and assigned to do the test by answering twenty five questions in form of true or false, multiple choice and essay.

The formula to calculate the pre-test score:

Score = total of correct answer x 4
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### The Computation Process of The Pre-Test Data

No.	Experimental Group			Control Group		
	Sample	X <sub>1</sub>	X <sub>1</sub> <sup>2</sup>	Sample	X <sub>2</sub>	X <sub>2</sub> <sup>2</sup>
1	Student 1	48	2304	Student 1	44	1936
2	Student 2	68	4624	Student 2	48	2304
3	Student 3	72	5184	Student 3	60	3600
4	Student 4	68	4624	Student 4	56	3136
5	Student 5	44	1936	Student 5	60	3600
6	Student 6	48	2304	Student 6	68	4624
7	Student 7	60	3600	Student 7	64	4096
8	Student 8	60	3600	Student 8	64	4096
9	Student 9	68	4624	Student 9	64	4096
10	Student 10	64	4096	Student 10	48	2304
11	Student 11	56	3136	Student 11	48	2304
12	Student 12	68	4624	Student 12	52	2704
13	Student 13	40	1600	Student 13	48	2304
14	Student 14	68	4624	Student 14	40	1600

15	Student 15	64	4096	Student 15	60	3600
16	Student 16	68	4624	Student 16	64	4096
17	Student 17	64	4096	Student 17	52	2704
18	Student 18	72	5184	Student 18	44	1936
19	Student 19	72	5184	Student 19	48	2304
20	Student 20	72	5184	Student 20	48	2304
21	Student 21	60	3600	Student 21	35	1225
22	Student 22	56	3136	Student 22	60	3600
23	Student 23	60	3600	Student 23	40	1600
24	Student 24	56	3136	Student 24	52	2704
25	Student 25	48	2304	Student 25	48	2304
26	Student 26	40	1600	Student 26	40	1600
27	Student 27	40	1600	Student 27	44	1936
28	Student 28	48	2304	Student 28	72	5184
29	Student 29	52	2704	Student 29	60	3600
30	Student 30	44	1936	Student 30	56	3136
$\Sigma$		$\Sigma X_1=1748$	$\Sigma X_1^2=105168$	$\Sigma$	$\Sigma X_2=1587$	$\Sigma X_2^2=86537$

### b. Post-Test

The post-test was carried out after the students in the experimental and control group class did the treatment. It aims to investigate the effectiveness of teaching reading by using small group discussion method in students' reading comprehension after the treatment. It contained reading test and students assigned to do the test by answering twenty five of narrative text in form of true or false, multiple choice and essay.

The formula to calculate the post-test score:

$$\text{Score} = \text{total of correct answer} \times 4$$

### The Computation Process of The Post-Test Data

No.	Experimental Group			Control Group		
	Sample	$X_1$	$X_1^2$	Sample	$X_1$	$X_2^2$
1	Student 1	80	6400	Student 1	76	5776
2	Student 2	88	7744	Student 2	72	5184
3	Student 3	80	6400	Student 3	52	2704
4	Student 4	80	6400	Student 4	64	4096

5	Student 5	80	6400	Student 5	68	4624
6	Student 6	76	5776	Student 6	60	3600
7	Student 7	80	6400	Student 7	60	3600
8	Student 8	88	3600	Student 8	68	4624
9	Student 9	84	7056	Student 9	68	4624
10	Student 10	88	7744	Student 10	52	2704
11	Student 11	80	6400	Student 11	68	4624
12	Student 12	88	7744	Student 12	72	5184
13	Student 13	80	6400	Student 13	68	4624
14	Student 14	88	7744	Student 14	64	4096
15	Student 15	88	7744	Student 15	56	3136
16	Student 16	88	7744	Student 16	76	5776
17	Student 17	80	6400	Student 17	40	1600
18	Student 18	76	5776	Student 18	60	3600
19	Student 19	92	8464	Student 19	64	4096
20	Student 20	72	5184	Student 20	48	2304
21	Student 21	60	3600	Student 21	40	1600
22	Student 22	60	3600	Student 22	60	3600
23	Student 23	72	5184	Student 23	40	1600
24	Student 24	60	3600	Student 24	60	3600
25	Student 25	52	2704	Student 25	52	2704
26	Student 26	60	3600	Student 26	52	2704
27	Student 27	68	4624	Student 27	44	1936
28	Student 28	52	2704	Student 28	68	4624
29	Student 29	60	3600	Student 29	60	3600
30	Student 30	52	2704	Student 30	52	2704
$\bar{x}_1 = \frac{\Sigma \chi_1}{N_1} = \frac{2252}{30} = 75$				$\bar{x}_2 = \frac{\Sigma \chi_2}{N_2} = \frac{1784}{30} = 60$		

After doing the post-test, the writer interpret the result of computation.

With the degree of freedom /  $Df = N_1 + N_2 - 2 = 30 + 30 - 2 = 58$  at  $p = 0.05$  of two tailed, the critical value of t is 2.000. As the value of t is bigger than that of the t-table ( $7.462 > 2.000$ ), the Null Hypothesis ( $H_0$ ) is rejected and the Alternative Hypothesis ( $H_a$ ) is accepted, stating that there is significant difference in result between small group discussion method and conventional method in reading comprehension to the eight grade of SMP Banjar Asri.

### **c. The Questionnaire**

From the result of questionnaire, the researcher can be concluded that from the question number 1 100% the students enjoy learning English. It can be concluded all of students enjoy learning English. From the question number 2 80% students think learning English is difficult while 20% think learning English is not difficult. It can be concluded that almost all of students think learning English is difficult. From question number 3 100% students do not study English outside of school. It can be concluded that all of students do not learning English in course institutions.

From question number 4 17% students like reading English book while 83% students do not like reading English book. It can be concluded that small number of students like reading English book. From question number 5 90% students like reading fairytale or legend book while 10% students do not like it. It can be concluded that almost all of students like reading book about fairytale or legend. From question number 6 83% students have an experience to read a fairy tale while 17% students do not have an experience about it. It can be concluded that almost all of students have an experience fairytale book.

From question number 7 90% students feel small group discussion method effective in reading comprehension while 10% do not feel the method is effective. It can be concluded that almost all of students feel small group discussion is effective in reading comprehension. From question number 8 90% students like learning English with small group discussion while 10% do not like learning with group method. It can be concluded that almost all of students like learning English with small group method.

From question number 9 97% students feel understand a text through small group discussion while 13% students do not understand a text through the method. It can be concluded that almost all of students can understand a text through small group discussion. From question number 10 83% students can improve reading comprehension through small group method while 17% students can not improve reading comprehension through the method. It can be concluded that almost all of students can improve reading comprehension through small group discussion method.

From question number 11 90% students feel better learning narrative text with small group discussion while 10% students do not feel better learning narrative text with the method. It can be concluded that almost all of students feel better learning narrative text with small group method. From question number 12 83% students like learning narrative text using fairytale and legend while 17% another students do not like learning narrative

text using fairytale and legend. It can be concluded that almost all of students like learning narrative text with using a story of fairytale and legend.

From question number 13 83% students feel easier to learn English especially in narrative text using fairytale and legend story while 17% do not feel easier. It can be concluded that almost all of students feel easier to learn English especially in narrative text with using fairytale and legend story. From question number 14 83% students feel fairytale and legend story help them to understand English text in narrative form while 17% students feel the story do not help their understand English text. It can be concluded that almost all of students feel fairytale and legend story help them to understand English text in narrative form.

From question number 15 83% students feel easier to understand the meaning of the story using fairytale and legend story while 17% students do not feel easier to understand the meaning of the story. It can be concluded that almost all of students feel easier to understand the meaning of the story in narrative text using fairytale and legend story. From the data that had been gained, the writer can put forward the most of student's responses toward the use of small group discussion method in teaching students' reading comprehension are positive.

## **CONCLUSION**

After got the result by did some tests to the students both to experimental and control group, it can be concluded that using small group discussion is effective to improve students' reading comprehension in narrative text. From the result of the research describe that there was a significant different post-test in control group and experimental group. It can be proven that the mean score of post-test experimental group was bigger than control group. The Null Hypothesis ( $H_0$ ) is rejected and the Alternative Hypothesis ( $H_a$ ) is accepted, stating that there is significance difference between small group discussion method and conventional method in teaching students' reading comprehension in eight grade of Junior High School.

It can be seen on questionnaire that almost all of students like learning English with small group discussion method. It was shown by the result of the questionnaire that was 90% of the students answered that learning narrative text in reading comprehension through small group discussion are effective. It can be concluded that students' response were positive, good and can improve students' reading comprehension. The small group discussion method was a method that very helpful for students learning in reading



comprehension in narrative text, because students can more easily find main ideas in narrative text. Therefore, the use of small group discussion method was effective to improve students' reading comprehension in narrative text at the eight grades of SMP Banjar Asri.

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