THE IMPLEMENTATION OF SMALL GROUP DISCUSSION IN TEACHING READING COMPREHENSION AT SEVENTH GRADE STUDENTS OF SMPN 3 SILO JEMBER 2022/2023 ACADEMIC YEAR

THESIS

Presented to the State Islamic University of Kiai Haji Achmad Siddiq of Jember
In Partial Fulfillment of Requirements
A Bachelor's Degree of *Sarjana Pendidikan* (S.Pd)
Faculty of Tarbiyah and Teacher Training
Islamic Studies and Language Education Department
English Education Study Program

By:

Ayuni Tri Fernanda
T20186064

**STATE ISLAMIC UNIVERSITY
OF KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
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i

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ii

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THESIS

It has been examined and approved by the board
examiners in partial fulfillment of the requirement
for the Bachelor's Degree of Education (S.Pd)
Faculty of Tarbiyah and Teacher Training
Islamic Studies and Language Education Department
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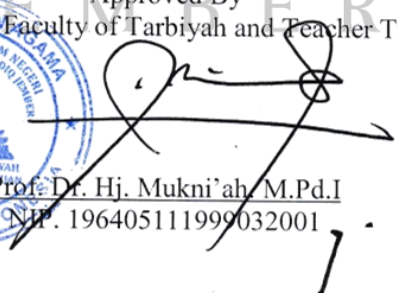| Chairperson	Secretary
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iii

MOTTO

ٱلَّذِينَ ءَاتَيْنَٰهُمُ ٱلْكِتَٰبَ يَتْلُونَهُۥ حَقَّ تِلَاوَتِهِۦٓ أُوْلَٰٓئِكَ يُؤْمِنُونَ بِهِۦ ۗ وَمَن يَكْفُرْ بِهِۦ

فَأُوْلَٰٓئِكَ هُمُ ٱلْخَٰسِرُونَ

"Those unto whom We have given the Scripture, who read it with the right reading, those believe in it. And whoso disbelieveth in it, those are they who are the losers.
(QS. Al-Baqarah [2]:121)[*]

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iv

DEDICATION

Praise be to Allah SWT for the grace and opportunity to complete this final project. Gratitude goes out to you, who has provided convenience and understanding so that this scientific paper can be resolved. I dedicate this thesis to:

1. My beloved mother

2. Samiya's mother

3. My sister Sulastri

4. My brother Rafi Aditya

5. My extended family with all sincerity has been accompanying me every step and providing normal support and materials that are very great for my success

6. My very noble teachers, because of their blessings and prayers an amazing thing, I was able to get to this stage

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Jember, 19th of May 2023
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vii

ABSTRACT

Ayuni Tri Fernanda, 2023: The Implementation of Small Group Discussion in Teaching Reading Comprehension at Seventh Grade Students of SMPN 3 Silo Jember 2022/2023 Academic Year.

Keywords: *Reading Comprehension, Small Group Discussion*

This study aims to determine how the application of learning methods using small group discussions to improve reading comprehension of students in class VII SMPN 3 Silo Jember. It is considered as one of the way to get information and expand language knowledge. This small group discussion method is one of the learning methods that can solve problems in overcoming reading difficulties. It also stimulates students to be more active in class and increases the enjoyment of the learning experience. It provides many interesting activities to support the teaching and learning process of reading.

The research questions are: 1) How does the teacher implement of small group discussion in teaching reading comprehension to the seventh-grade students of SMPN 3 Silo Jember?, 2) How does the teacher evaluete of small group discussion in teaching reading comprehension to the seventh-grade students of SMPN 3 Silo Jember?. The objectives of this research are: 1) to describe how the teacher use of small group discussion in teaching reading comprehension seven-grade student of SMPN 3 Silo Jember. 2) To describe how the teaher explain the evaluate after using small group discussion in teaching reading comprehension to the seven-grade student of SMPN 3 Silo Jember.

This research used qualitative research methods with a descriptive approach. The researcher used several techniques to collect the data, namely using observation, interview, and documentation. One class of seventh grade students and one English teacher participated in this research. To analyze the data this research used Miles and Huberman Theory and to collect the data this research used fieldnote in twice classroom observation and documentation.

This research finds that: 1) The purpose of Implementation a Small Group Discussion in Teaching Reading Comprehension was the students actively participated to achieve a higher understanding of the students' reading ability. Difficulties in reading comprehension have been solved together during small group discussions. 2) The Evaluation of Small Group Discussion learning method in improving student learning outcomes in English language subjects is good, meaning that teachers and competent school parties have carried out as much as possible in its implementation.

TABLE OF CONTENT

UNIVERSITAS ISLAM NEGERI

KIAI HAJI ACHMAD SIDDIQ

J E M B E R

LIST OF TABLES

LIST OF APPENDICES

1. Declaration of authenticity
2. Research License Letter
3. Research Finished Letter
4. Research Journal
5. Matrix of the research
6. Interview Guide
7. Observation sheet for students
8. Observation sheet for teacher
9. Lesson Plan
10. Documentation
11. Biodata

CHAPTER I

INTRODUCTION

A. Background of Research

Teaching Reading is one of four language skills. Reading is a basic component of a person can have an understanding or a knowledge, because with reading, a person will become increasingly rich in knowledge. Reading is is an activity carried out by a person to obtain information or knowledge that was not previously known by the reader. known by the reader. There are many ways that can be done by humans in order to read to enrich knowledge. Reading books is a way for children to be able to enrich vocabulary, and the most important thing is creating a comfortable reading atmosphere so that reading activities can run effectively (Scott and Ytreberg:2003).

Reading is a subset of skills that fosters perceptual understanding and mastery of the written word. Students must be proficient in decoding and sounding out the printed words and must also understand what is read in the passage. It can be concluded that reading is the process of comprehending or analyzing written text that involves using one's visual perceptual capacities to process information, either by understanding the text in a visual format or by reading it aloud. reading has many benefits especially for students in finding and understand knowledge during the process learning and outside the process learning. Therefore, teacher expected to help students in developing reading

skills,using methods, techniques,as well as appropriate reading strategies and according to the required purpose.

This policy is embodied in rule section 32 of 2013, article 771, section 1 of c stated that "Indonesian, indigenous language, a foreign language with the statement that foreign languages, particularly English, are the most important international language for use in associations." Moreover, in article 33, paragraph 3, the number 20 of 20003 ideally enables English learners at the institution, from elementary school to college, English language development was needed over the years. Harrington stated there are several essential factors in learning a foreign language that will strongly influence students or learners in massiveness.

From the aspect of English learning theory side, four English skills are speaking, listening, reading, and writing. It is imperative for secondary students to improve their reading skills in learning English because it can develop their understanding. The mind is a muscle and it takes more practice to be able in reading comprehension. Furthermore, understanding the written word is one way the mind grows in its abilities. Finally, teaching students to read before practice helps them to be focused and listen because everyone can talk, but few can listen.

Reading is a lifelong skill to be used at school and throughout our daily interaction because Aderson et al. stated that reading is an essential life skill and a cornerstone for a learner's success in school and, indeed, throughout life. Therefore, without the ability to read well, opportunities for personal

fulfillment and job success inevitably will be lost. According to Snow, Bums, and Griffin, reading is one of the most challenging areas in the education system.[2] The ever-increasing demand for high levels of literacy in our technological society makes this problem even more pressing.[3] Reading is the active process of understanding print and graphic texts. Learners often unconsciously select and use a reading strategy which means (much rereading your asking questions) that will help them reconnect with the purpose of the text.[4] In link with this situation, effective readers know the thinking process of this head sipped to make them understand and they know the meaning from what they are reading.

From the explanation above we know how important reading is, Allah said in Holy Quran in Surah Al-Alaq verses 1-5:

اَقْرَأْ بِاَسْمِ رَبِّكَ ٱلَّذِى خَلَقَ ۝ خَلَقَ ٱلْإِنسَـٰنَ مِنْ عَلَقٍ ۝ ٱقْرَأْ وَرَبُّكَ ٱلْأَكْرَمُ ۝ ٱلَّذِى عَلَّمَ بِٱلْقَلَمِ ۝ عَلَّمَ ٱلْإِنسَـٰنَ مَا لَمْ يَعْلَمْ ۝

Meaning: Read In the name of your Lord, Who has created (all that exist). Has created man from a clot (a piece of thick coagulated blood), read and your Lord is the most Generous, who has thought (the writing) by the pen (the first person to write was prophet Idress (Enoch). Has taught man that which he knew not.[5]

As we have known together, the first word of the surah Al-Alaq is IQRA, which means Read. According to Kose cited in Hulya, the purpose of

[2] Snow, Catherine E., Peg Ed Griffin, and Marie Burns. Knowledge to support the teaching of reading: Preparing teachers for a changing world. Jossey-Bass, 2005.

[3] Hulya Kucukoglu, "Improving Reading Skill Through Effective Reading Strategies ", Procedia Social and Behavioral Sciences,2013). Page, 709.

[4] Rowley, Chris, and Hilary Cooper, eds. "Cross-curricular approaches to teaching and learning". Sage, 2009.

[5] Akbar, Ali. "Pencetakan Mushaf Al-Qur'an di Indonesia." SUHUF 4.2 (2011), 271-287.

reading is to make the invisible layer, the underlying meaning, become visible and clear.[6] In this way, the Qur'an states Allah creates humans in this world in order we read and get more knowledge. Therefore, learners who wanted to master the English language by learning most of the materials or information they are assigned, have to learn to comprehend critically or analytically.

The process of reading involves visual, thinking, psycholinguistic, and metacognitive which leads to translating the symbol of writing (letter) into the spoken word. Besides, as a thinking process, it includes language recognition activity, literal understanding, interpretation, critical reading, and creative understanding. Furthermore, previous research stated that a dictionary can be a tool for learners to foster word recognition during the learning process.[7] Mastering reading skill is a complex process of thinking, which involves attitudes, thoughts, and experiences to solve each reading task problem and enhance students' language learning ability in the oral or written task.

In the classroom, the term group discussion has been widely used by teachers in the learning process. The concept of small group discussion is known as an activity that guides students into the discussion to share everything about the materials. Thus, it is important to begin to explain the terms of discussion.[8] In past research, Hoover stated that groups were several people who communicate with one another at a time, and there were few

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[6] Hulya Kucukoglu, "*Improving Reading Skill Throgh Effective Reading Strategies"*. Procedia Social and Behavioral Sciences, 70 (2013), page 710.

[7] Herlina, Improving Comprehension Skills English Through SQ4R Method, Jakarta Timur: Universitas Negeri Jakarta, 2016, page 30.

[8] Fibrina Hanung Siswanti, Ngadiso,Edang Setyaningsih, "*Penggunaan diskusi kelompok*" Solo: Universitas Surakarta,1997, page 200.

enough to allow someone to communicate with each other, not at the same time.[9] Finally, discussions give students a failure to speak and play with their ideas and provide motivation to engage in the discourse outside the class because small group discussions can stimulate students' engagement in the process of relating knowledge.

In the previous study, the implementation of small group discussions improves student vocabulary, reading comprehension, background knowledge, sentences, phrases, and references. Furthermore, small group discussion provides an opportunity for initiation, face-to-face, asking and giving opinions, and practicing in the negotiation of conversations. Besides, small group discussion would help students understand difficult words, sentences, content, topics, and phrases, and identify the references by requiring them to share and discuss their thoughts and problems with the group members.[10] Thus, some kinds of these techniques have put students in that situations where they will try to unite their opinions that are different from other members to understand the material.

From some of the problems above, it can be explained that small group discussion is one step in dealing with difficulties in developing vocabulary reading skills at SMPN 3 Silo Jember. This small group discussion activity is to develop students' reading vocabulary skills.

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[9] Tunmer, William E., and Wesley A. Hoover. "Phonological recoding skill and beginning reading." Reading and Writing 5, no. 2 (1993): 161-179.

[10]Simorangkir, Nova, Titik Nurmanik, and Y. Yuliwati. "Meningkatkan Pemahaman Bacaan Siswa melalui Small Group Discussion." In Prosiding Seminar Nasional Pendidikan STKIP Kusuma Negara. 2019.

Small group discussion is a method for developing reading skills, as well as reading vocabulary problems. Therefore, researchers are interested in conducting this research. Researchers take this case as research with the title "The Implementation of Small Group Discussion in Teaching reading comprehension at The Seventh-Grade Student of SMPN 3 Silo Jember in The Academic Year 2022-2023" .

B. Research Questions

Based on the explanation above, the researcher formulates two research problems in the study as follows:

1. How does the teacher implement of small group discussion in teaching reading comprehension to the seventh-grade students of SMPN 3 Silo Jember?

2. How does the teacher evaluate small group discussion in teaching reading comprehension to the seventh-grade students of SMPN 3 Silo Jember?

C. Research Objective

Based on the research question above, the objectives of this are:

1. To describe the use of small group discussion in teaching reading comprehension to the seventh-grade students of SMPN 3 Silo Jember.

2. To explain the evaluation after using Small Group discussion in teaching reading comprehension to the seventh-grade students of SMPN 3 Silo Jember

D. Research Significant

The result of this study is expected to be beneficial both theoretically and practically in the following section:

1. Theoretically

   Theoretically, it is hoped that the results of this study will give further insight into English-learning media and creative ideas in the process of learning vocabulary.

2. Practically

   a. For teachers:

   This result is expected to be useful for the writer and all English teachers who may use this technique when they teach reading.

   b. For researchers:

   They can get basic information from writing this study when teaching English reading comprehension in secondary education. It provides insights and knowledge specifically relevant to reading comprehension and is helpful for researchers in education and gains direct experience in the application of small group discussions to improve reading comprehension. In addition, to get as a reference and comparison for the same research in the future, it can also be used as additional information

E. Definition of key terms

The definition of terms contains the meaning of important terms focused on the title of the present study.[11] Thus, to simplify and avoid misunderstanding the meanings and terms in this study, the descriptions of the definitions of terms in the study are as follows:

1. Teaching reading comprehension

Reading is a process of understanding words, sentences and texts that are connected to teaching reading to improve students' reading comprehension at SMPN 3 Silo Jember, which is done every time they learn English. Therefore, researchers want to improve students' reading comprehension which is done at SMPN 3 Silo Jember. they are required to follow English lessons that have been arranged by the local government. Reading is also a comprehension process. The notion of comprehending is both obvious and subtle. Any person could say that understanding a text is the purpose of reading, it is less obvious concerning the ways that such understanding might be carried out by the reader, as will be seen in the next section. One outcome of reading being a purposeful and comprehending process is that it is also a learning process.[12] Likewise, English, understanding requires good reading skills, English is considered difficult because it is not used in everyday language, and this causes boredom. So it is necessary to train students who are not used to it to be

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[11] Drafting team, *Guidelines for Writing Scientific Papers* (Jember: IAIN Jember Press, 2017), Page45.

[12] William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading Second Edition,* (New York: Routledge Taylor and Francis Group, 2011), page 10.

interested and willing to learn English using the small group discussion method so that students are more confident and active.

2. Small Group Discussion

Small Group Discussion is a learning process that involves 4-6 students in one group, which has the aim of discussing information or knowledge of each group member. The Small Group Discussion Learning Method can motivate students to dare to express ideas or opinions. When each student dares to express his opinion, the learning that occurs in the classroom will be more meaningful. Meaningful learning can bring out every potential possessed by students. The potential of students is then developed so that students can innovate.

3. Learning Evaluation

Learning evaluation is the proof that the teaching and learning process needs to be evaluated to determine whether or not the learning is successful. it needs to be done because it affects the next learning process. this study aims to find out how the evaluation of reading learning using small group discussions in smpn 3 silo. this method is evaluative because it is focused on context evaluation. the results of the study will show that the evaluation of reading learning using small group discussions in Smpn 3 Silo is going well. The evaluation is not only to determine the level of success but as a basis for feedback on the teaching and learning process carried out. learning evaluation uses tests or non-tests, for the test there is a test on a certain day if possible. related to the question in accordance with

the material that has been given, the form of questions such as multiple choice as well as the form of questions with descriptions. for the non-test is assessed from its development related to the activities of students while in the classroom.

F. Systematic Discussion

The systematic discussion contains a descriptive elaboration of what will be written, starting from the beginning, the content, and the end. The research discussion is as follows:

CHAPTER I Introduction in this chapter will be presented in the form of background problems, research focus, research objectives, research benefits, the definition of terms, and systematic discussion.

CHAPTER II Literature Review in this chapter will be presented in the form of previous research and theoretical studies that has relevance to the research.

CHAPTER III Research Methods, in this chapter, will be described in the form of approaches and types of research, research locations, research subjects, data collection techniques, data analysis, data validity, and research stages.

CHAPTER IV in this chapter will be presented in the form of a description of the object of research, data presentation, data analysis, and a discussion of findings.

CHAPTER V in this chapter will be presented in the form of research conclusions that are equipped with suggestions from the research.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research

Previous research and those related to the research to be carried out, in accordance with the research to be carried out by the researcher, are not the same as those to be studied but are still in the same scope. The following are the results of previous studies that are relevant to the current research:

The first research was conducted by Ade Mestika (2019) entitled "Implementation of teaching reading comprehension through the small group discussion (SGD) method for class X SMAN 3 Banda Aceh. In the implementation of Small Groups Discussion, teachers used interesting material and the researcher used a quantitative method. However, findings revealed that students' English skill in reading comprehension has been improved properly and correctly.

The second research was Risma (2019) conducted a study entitled "Improving students' reading comprehension on narrative texts for class VIII SMP Muhammadiyah Belawa through Collaborative Strategic Reading (CSR)". The researcher in her study aimed to improve students' reading comprehension skills. The results of this study indicate that the average score of students on the pre-test is 44.095 and the average score on the post-test is 81.542. It can be concluded that the percentage level on the post-test is higher than the percentage level on the pre-test in teaching reading. This shows that

Collaborative Strategic Reading (CSR) can improve students' reading comprehension of narrative texts

The third research was conducted by Nur Indah (2018) entitled "Using small group discussion techniques in teaching reading comprehension at SMA 1 Darul Makmur". The findings revealed that students' understanding was improved after implementing small group discussions in the classroom. The researcher used experimental learning in the quantitative research method.

The fourth research was conducted by Nurhandi Ningsih (2017) entitled "Small Method of Group Discussion on Eighth Grade Students of SMPN 3 Baitul". Nurhandi used the experimental design method. The population in this study were all class VIII students of SMP N 3 Bantul in the 2017/2018 academic year. There are eight classes from class A to class H. The total number of students is 218 people. The sample of this research is class VIII A as the class is conducted for four days for each class. The results of the post-test found that there was a significant difference between the two classes from the pre-test and post-test and were supported by the t-test. The average post-test value for the control class was 51.28 and the opposite result for the experimental class was 76.85. Conclusion The results of this study indicate that there are significant differences in students' reading comprehension skills between the experimental class and the control class. This can be seen from the average post-test scores of the experimental class and the control class.

The fifth research was conducted by Nur Annisa (2017) entitled "Group Effectiveness in Reading Comprehension Experimental Studies on Class II Students at MA Darul Fallah Bissoloro, (Gowa)". The researcher used an experimental design in the quantitative research method. The researcher found that the SGD method can improve students' reading comprehension. This is evidenced by the average score of experimental class students in the post-test being higher than in the pre-test (8.653> 7). This means that there is no significant difference in the results of students' reading comprehension in the control and experimental classes. It can be concluded that the experimental class showed improvement through the use of the SGD method. In addition, the SGD method helps students to improve their understanding of reading. This proves that treatment using the SGD method can be an effective way to improve students' reading comprehension.

Table 2.1
The Similarities and Differences
Previous Research and Present Study

No	Name	Similarities	Differences Previous Research	This Research
1.	A thesis was written by ade mestika (2019) "Implementation of teaching reading comprehension through the small group discussion (SGD) SMAN 3 Banda Aceh"	Both researchers were discussing reading comprehension.	-aimed to know a significant difference in the application of small groups to teaching reading comprehension methods in class X - Using a descriptive quantitative research approach	-aimed to enhance students' understanding of reading comprehension by using small group discussion methods. -the present study used a descriptive qualitative

No	Name	Similarities	Differences	
			Previous Research	**This Research**
				approach
2.	A thesis written by Risma (2019) conducted a study entitled "Improving students' reading comprehension on narrative texts"	Both researchers were discussing reading comprehension.	To find a significant effect of students reading skills in reading comprehension of narrative text	-This research focus to enhance understanding of reading comprehension by using small group discussion methods. -Conducted at SMPN 3 Silo Jember -Using a descriptive qualitative research
3.	A thesis written by Nur Indah (2018) conducted a study entitled "using small group discussion techniques in teaching reading comprehension"	Both researchers discuss reading comprehension.	-This research used a quantitative method in an experimental design.	-The present research focused to enhance students' understanding of small-group discussion methods -the research conducted at SMPN 3 Silo Jember -the present study used the qualitative research method
4.	A thesis written by Nurhandi Ningsih (2017) Conducted a study entitled "Small Method of Group Discussion on Eighth Grade Students of SMPN 3 Baitul"	Both researchers used small-group discussion	-Nurhandi Ningsih This research on understanding using small group discussion	This research focused to enhance understanding of reading using small group discussion methods. - conducted at SMPN 3 Silo Jember

No	Name	Similarities	Differences	
			Previous Research	**This Research**
				-Using a descriptive qualitative research design
5.	A thesis written by Nur Annisa (2017) Conducted a study entitled "Group Effectiveness in Reading Comprehension Experimental Studies on Class II Students at MA Darul Fallah Bissoloro, (Gowa)"	Both researchers describe reading comprehension.	Research focuses on the effectiveness of the group in the experimental design	This research focused to enhance understanding of reading using small group discussion methods. - conducted at SMPN 3 Silo Jember -Using a descriptive qualitative research design

As a result, ample research had very strong relevance to be used as a reference for research on reading comprehension using small group discussions. However, the previous study explores the effectiveness of small group discussions on students reading skills in the experimental research design. Therefore, the present study aimed to increase students reading skill in reading comprehension by implementing a small group discussion method at SMPN 3 Silo Jember in terms of a qualitative descriptive approach because students reading skill has a very important role for students.

B. Theoretical Framework

This section contains a discussion of the theory that is used as the basis for the footing in research, a broader and deeper debate will deepen and

deepen the insight of researchers to examine a problem to be solved by the formulation of the problem and research objectives.[13] The theoretical studies in this research are:

1. **Small Group Discussion**

    a. Definition of SGD

    The learning method SGD is a small group to solve problems and students are expected to be more active in learning and can solve a problem or task given better. According to Mulyasa cited in Ari Christiani's research, this Small Group Discussion method is a branch of the discussion method. Furthermore, the SGD method is more effectively applied because students can directly communicate with other members who are not confident talking with others.[14]

    According to Hasibuan and Moedjiono cited in Elihami's research, the small group discussion method also means the process of seeing two or more individuals who interact globally and face each other about the goals and objectives that have been determined through exchanging information, defending opinions, or solving problems.[15] The small group discussion techniques in reading comprehension make a conducive classroom situation become a reality, and students actively participated in the learning process.

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    [13] Drafting team, *Guidelines for Writing Scientific Papers* (Jember: IAIN Jember Press, 2017), 46.
    [14] Soifah, Utami. *"Metode Small Group Discussion untuk Meningkatkan Kompetensi Membaca Teks Hortatory Exposition*." Tajdidukasi: Jurnal Penelitian dan Kajian Pendidikan Islam 8.2 (2019).
    [15] Elihami, Elihami, and Ibrahim Ibrahim. "Teaching to Variation in Learning for Non Formal Education Department." Jurnal Edukasi Nonformal 1, no. 1 (2019): 29-40.

However, discussion techniques can be collaborated with small group methods to support students. Based on the above definition, it can be concluded that Small Group Discussion is a method where students in small groups communicate directly with other members by exchanging information and defending opinions to solve problems related to the subject matter.

Step of Small Group Discussion According to Is joni in the procedures of small group discussionin teaching reading comprehension ar as follow:[16]

1) Student are divided into small group discussion (5 students)

2) Each group representative takes the same material

3) Each group representative discusses with other groupon the same material.

4) Each group representative returns to his original group to explain to his group friends until his group friends understand the material

5) Quiz distribution to find out how much you understand the material

b. The advantaged the SGD strategy

According to Sudjana (2005: 124);[17] the advantages of small group discussions are: (1) Learnerslearners who are less used to expressing opinionsin the study group are helped totalk in small groups,(2)It fosters an atmosphere of familiarity, attentiveness to

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[16] Isjoni, "*Cooperative Learning",(* Alfabeta, Bandung 2012),54.
[17] Sudjana Nana, "Assessment of Learning Outcomes of the Teaching and Learning ProcessLearning to Teach", Journal ,(Vol 8, No 1 maret 2021)

others' opinions, and atmosphere, attentive to others' opinions, andmay be fun,(3) it can gather a wide range of opinions on part of the problem in a short time, (4) it can be used with other techniques so that the use of this technique varies.the use of this technique is varied.

According to Rusman, the skill of guiding small group discussions is one of the ways that can be done to facilitate the learning system needed by students in groups in order to improve students' reading comprehension. For this reason, teacher skills must be trained and developed, so that teachers have the ability to serve students in conducting small group learning activities.[18]

So from some of the opinions above, it can be concluded that the skill of using small group discussions in improving students' reading is the a teacher's skill in directing or providing instructions to students so that they can carry out the discussion process effectively in order to achieve the expected goals.

In applying a strategy the teacher need to manage learning, which is learning management is learning activities by applying the principles learning. The success of learning on jigsaw strategy depends on the quality of learning management such as: learning planning, material,prosedure, media, metode and evaluation, which are the main ones to bridge a learning method.

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[18] Rusman, *Model-Model Pembelajaran Mengembangkan Profesi Guru*, (Bandung: Raja Wali Pers, 2013), h. 89

1) Planning

This stage aimed to developing learning design that could effectively teach students and increase their learning activities. Learning planning is a teacher's strategy in preparing material presentations the following teaching methods that will be applied in learning activities including planning tools learning activities that can support teacher learning activities and learners.

a) Syllabus

A syllabus is a plan that outlines the subjects studied in a particular degree, especially in a degree that leads to an exam. There are various curriculums. This article presents a classification of the curriculum, taking into account the views and perspectives of different authors.[19] In addition, the syllabus is also interpreted as a form of elaboration of competency standards and basic competencies into subject matter/learning, learning activities and indicators of competency achievement for assessment. thehe existence of a syllabus, the teacher can have a reference for making lesson plans, the teacher is easier to map the variety of learning variations that will be poured into the lesson plans, the teacher is easier to map the indicators of learning achievement that must be achieved by students, the teacher is easier to design forms assessment of each indicator

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[19] Zahra Bazyar, Mehdi Dastpak, Ali Taghinezhad "Syllabus Design and Needs Analysis of Students in Educational System", Ais (*Advanced In Language And Literary Studies,* Vol. 6 No (4 August 2015): 1

to be achieved, the teacher is easier to formulate or condense learning.

In this case the syllabus is the core framework of each curriculum in which there are 3 main components including.[20] competencies that will be instilled in students through a learning activity, activities that must be carried out to instill / shape these competencies, efforts that must be made to find out that these competencies are already owned by students.

b) Lesson Plan

Harmer explains lesson planning is a technique that combines various elements into a cohesive whole to give students an identifiable identity, work with, and react to any metaphors the teacher might use to visualize and create them identity. Means that contain of lesson plan has several elements which described from syllabus.

RPP is the elaboration, enrichment and development of the curriculum. In making the RPP, of course, the teacher in addition to referring to the curriculum must also consider the situation and conditions as well as the potential that exists in each school.[21]Its means, from making the RPP the teacher does not only refer to the curriculum but adjusts the situation and

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[20] Mukni'ah. "*Perencanaan Pembelajaran Sesuai Kurikulum Tingkat Satuan Pendidikan (KTSP) dan Kurikulum 2013 (K-13)*", (Jember: IAIN Jember Press, 2016), 62.

[21] Rudi Ahmad S and Agulani Muslih, "*Desain dan Perencanaan Pembelajaran*", (Yogyakarta: CV Budi Utama), 2019, 15

conditions in the school because it will have implications for the content of the lesson plan developed by the teacher and adjusted to the actual situation.

There are three learning objectives that lead to student development such as: knowledge, skills and attitudes.[22] it means that from these three student developments the teacher can know the change from knowing to knowing, change cannot make, do becomes able to do, and changes in negative attitudes to positive or become better than before.

2) Implementing

The implementation of learning is an activity that is interactive of various components to realize the achievement learning objectives that have been set in the planning learning. There are several steps to implement the learning process that is: introduction, teaching learning process and closing.

3) Evaluation of Learning English

There are several methods related to the principles of assessment that are often used to determine student success, namely measurement, testing, assessment, and evaluation (evaluation). The terms in question are often used contrary to one another with the same mind. After all, the fourth clearly has a different meaning. Elis, Rusdiana, (2015) stated that evaluation is

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[22] Rudi Ahmad S and Agulani Muslih,21

the process for determining the value of learning is carried out through measurement and learning assessment activities.[23] Means, that evaluation is the last steps of management of learning which is as the overall feedback from the mission stages to measure the assessment of students.

There are some purposes of assessment that can help the teachers determine what to teach and assist in the selection of intervention, such as pre-test and post-test, selective, formative, summative and diagnostic.[24]

The pre-test is carried out by the teacher regularly at each start of the new presentation. While the post-test is the opposite of the pre-test, namely the evaluation activities carried out teacher at the end of each presentation of the material.

Selective evaluation is an evaluation used to select students who are most appropriate or in accordance with the criteria of a particular activity program. Summative assessment is an assessment that orientates it is the gathering of information learning at the end of lesson unit. Diagnostic assessment is a measure of students current knowledge and skill and usually used prior for instruction to identify strengths and weakness and also identify an appropriate learning program.

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[23] Elis Ratmawulan and H. A Rusdiana, "*Evaluasi Pembelajaran*", (Bandung: Pustaka Setia), 2015 21

[24] Elis Ratmawulan and H. A Rusdiana, 46

Summative assessment is an assessment that orientates it is the gathering of information learning at the end of lesson unit. Diagnostic assessment is a measure of students current knowledge and skill and usually used prior for instruction to identify strengths and weakness and also identify an appropriate learning program.

Brown (2004) stated that Formative assessment is to measure the extent of the process of the student's inability to understand. Thus, can be traced to the need improve test-taker strategies to achieve the highest understanding.[25]This means, that evaluating students in the process of their competencies and skill to help them continue the growth process.Forms of formative assessment on this research use test techniques and non-test observation techniques as follows: information on the assessment process and student learning outcomes.

a. Test Techniques

   1) Description Test

        Description test is a form of test that contains multiple questions, each containing a question and requiring student responses through word explanations to reflect the student's thinking ability.[26] In short, this test contains questions in the form of questions that students can answer on the matter.

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[25] H. Douglas Brown, "*Language Assessment Principles and Classroom Practice*" (Longman), 2004, 185

[26] Moh. Sahlan, Evaluasi Pembelajaran (Jember: STAIN Jember Press, 2015.

2) Objective Test

An objective test is a short test, a test format consisting of items that the tester can choose to answer by choosing one or more. Objective tests include complete tests, double tests, concordance, and true/false choices.[27] Simply put, an objective test is a form of test in which he must correctly select one or more answers from many possibilities.

3) Oral Test

Oral tests are tests that measure a student's communication skills and can be taken individually or in groups. Written exams are exams that require students to answer questions and measure learning outcomes through a face-to-face communication process orally certified student.

4) Performance test

Performance test is a test administered by observing and evaluating a student's activity or performance in a particular job. More precisely, the students of the lesson practice problem behavior questions directly.

b. Non-Test Technique

1) Observation

Observation is a way of collecting material information, which occurs through the process of observation and the

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[27] Rusydi Ananda, Evaluasi Pembelajaran (Bandung: Citapustaka Media,2015), 45.

systematic recording of phenomena.[28] Clearly, observation is a method used by researchers to obtain information through systematic observation.

2) Interview

An interview is a method of setting direction and goals and gathering information through face-to-face, oneway oral question-and-answer sessions. There are two types of interviews: structured interviews and unstructured interviews. Clearly, an interview is a non-testing means of obtaining information through question and answer and conversation, directly or indirectly, systematically, or without charge.

3) Attitude Scale

Attitude scales are non-testing instruments that use closed questionnaires in which questions or statements include characteristics of learning outcomes.[29]

2. **Definition of reading**

Reading is one of the four language skills. Reading is a basic component of having more understanding or knowledge because by reading, a person will become richer in his ability. Reading is an activity carried out by someone to obtain information or knowledge previously unknown to the reader. For example, reading books is a way for children to be able to enrich their vocabulary, and the most important thing is to

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[28] Rina Febrian, *Evaluasi Pembelajaran* (Jakarta: Bumi aksar, 2019), 47.
[29] Moh. Sahlan, *Evaluasi Pembelajaran* (Bandung: Univercity Press, 2020), 119.

create a comfortable reading atmosphere so that reading activities can run effectively. In sum, there are many ways that humans can do to enrich their knowledge inside or outside the classroom.

Some of the activities involved in reading comprehension include:

a.   Read using the English text

b.   Using small group discussion

There are several goals to be achieved in teaching and learning reading comprehension in the classroom context, which are:

a.   students may ask and give information about their experience in exploring new ideas or problems they must solve.

b.   students can develop knowledge and the ability to think and communicate.

c.   students are involved in the activity including planning and decision-making.

In teaching reading, a teacher may use many different strategies. In order to use any instructional technique effectively, anyone who teaches must understand the principles and assumptions upon which eachspecific technique is based. There is certainly no shortage of descriptions or labels for activities that may be classified as pertaining to instruction. Harmer (2007) has said that a strategy is an action that the teacher takes to attain one or more of her teaching-learning goals. The strategy can also be defined as a general direction set for the teaching process. The teacher should use many strategies in teaching reading such as applyingvarious

methods, media and games in order to keep the students interested. Brown (2004) has noted that the fundamental feature of teaching strategies is to make it easier to implement a variety of teaching methods and techniques. The key is to create learning environments that are more interactive to apply technology where applicable into the learning experience, and to use appropriate collaborative learning strategies.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Methods Research are scientific ways to obtain data with specific purposes.[30] This research uses a qualitative research approach. The qualitative methodology is a research procedure that produces descriptive data in the form of written and spoken words from people who can be observed. The purpose of qualitative research design is to describe what sub-variables, symptoms, or conditions are, not to test hypotheses.[31] Thus, the present study is a type of research that belongs to the research category (Field Research). In this way, field research is a method for collecting qualitative data, the place chosen as the location for observing a phenomenon in a natural state.[32] The researcher uses a descriptive qualitative research approach with the type of research (field research) where the researcher wants to know firsthand the place of research regarding teaching reading comprehension in a small group discussion.

The present study is very relevant to the qualitative design, there are some differences between the variables, the grand theory used for the data analysis method, and the research object. The present study intended to focus on the facts on the ground. There is a fundamental difference between the role

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[30]McCormick, Robert, and Mary James. Curriculum evaluation in schools. Routledge, 2018.

[31]Sugiyono, Dr. "Metode penelitian pendidikan pendekatan kuantitatif, kualitatif dan R&D." (2013).

[32]Lexy, J. Moleong. "Qualitative research methods." Bandung: Teenager Rosda Karya (2011).

of theoretical foundations in quantitative research and qualitative research. In qualitative research, research departs from theory to data and ends in acceptance or rejection of the theory used, while in qualitative research, the researcher starts from data, uses existing theory as explanatory material, and ends with a theory.[33] In link with this situation, the present study discussed the use of small group discussion in the classroom context for teaching and learning reading comprehension.

B. Research Location

The research location is SMPN 3 Silo, Garahan Village, Silo District, Jember Regency, East Java Province. The consideration of choosing this place because at SMPN 3 Silo the researcher knew that there was a problem corresponds to the research tittle that the present study was collecting, also supported by the data that was found in the field, the researcher also observing and interviewed one of the teachers at the school and found that the issues at the school were particularly relevant to this research.

The subject of this research uses a purposive sampling technique, namely data sources with certain considerations, data collection is carried out with various considerations and certain goals and makes it easier for researchers to explore the object or social situation under study. In the research subject, there are two sources of data, namely primary data sources and secondary data sources. Secondary data sources are original data obtained

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[33]Prastowo, Andi. "Metode penelitian kualitatif dalam perspektif rancangan penelitian." Jogjakarta: Ar-ruzz media (2011).

directly from sources who understand the problem to be studied and provide the necessary data.

This study will be performed in seventh-grade to enhance understanding of the reading text in small group discussion methods. In this group discussion, a regular and open conversation process leads to free and open face-to-face interaction to solve a problem, so the understanding of students' reading skills in small group discussions guides students to an effective classroom environment. In link with this situation, secondary data sources are material that is not related to the object to be studied, supporting data that are not obtained directly from the research object, it is the form of documents that strengthen the findings and can complement the information obtained previously, such as documentation (photos) of literature, books, and journals related to research problems.

C. Research Participants

Research subjects are informants who are used as data sources to report data sources that are related to the research focus. Therefore, one English teacher and also one class of seventh-grade students participated in this study. the data were collected using field note and also interview with the participants. In this way, the researcher invited three students randomly based on the critical incidence in the classroom activities. In addition, respondents of the interview session were delegation students from small group discussion activities.

D. Instructional Procedure

In teaching reading comprehension, the researcher uses SGD to help the students comprehend the text easily in a group. The procedures for implementation of the SGD technique in the teaching-learning process were providing a topic, forming groups, providing materials, encouraging students to discuss in groups, and reporting. In a group discussion result, the other group explained the materials that were learned and answered questions that were prepared.[34]

The instruction used in this study was adopted from Yael's framework.[35] There were seventh phases of implementation of an SGD method in a classroom:

1. Teacher provides a title that will be discussed. The teacher, as a facilitator prepared the material that will be discussed and given to students before the class begins.

2. Teacher guided students in forming SGD. The teacher helped students to choose the members of the group. Students were divided into groups based on SGD method rules, with three or five students within a group. The teacher made the varied group includes the characteristics of intelligence, gender, or different ethnic backgrounds.

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[34]Rizki, Salsabila. "The Effectiveness Of Teaching Reading Comprehension Through Small Group Discussion Technique Of Tenth Grade Students At Sman 1 Tulungagung In Academic Year 2016/2017." (2017).

[35] Bejarano, Yael, Tamar Levine, Elite Olshtain, and Judy Steiner. "The skilled use of interaction strategies: Creating a framework for improved small-group communicative interaction in the language classroom." System 25, no. 2 (1997): 203-214.

3. Teacher gave the material about "telling time" to the students in each group and explained what they should do after getting the material.

4. The students discussed a text in their group, and the teacher moved around the class. In this activity, the students had the opportunity to communicate with each other to make the group more active in comprehending the text. At the same time, the teacher should observe the group discussion to make sure that all members participated in the group discussion. The teacher also gives them limited time when the students should finish the discussion.

5. Then, each group discussed their discussion result with another group. After getting the discussion between members of their group and getting the information of the text, the representative of each group discussed the result of their discussion with another group.

6. The teacher explained the material. The teacher helped students to explain in detail what they have learned and the teacher may give corrections if any.

7. Finally, each student tried to answer the questions that have been prepared in the text. After discussion between groups and the teacher.

It is better for the teacher to rearrange the class to form a group and give them instructions on how to start learning until the class ends. The researcher was allowed to circulate the classroom when students are engaged with the lesson. The researcher also collaborates with the English teacher to observe the students in the classroom in a natural learning process.

E. Data Collection Technique

Collection techniques adjusted to the form of data, in the form of spoken or written words about the problems observed. The data collection techniques used in this study were observation, interviews, and documentation.

1. Observation

Observation was a process that consists of various biological and psychological processes, two of which are the most important, namely the process of observation and memory through behavior observation, and the meaning of behavior.[36] The classroom observation conducts systematic observations and recordings of the phenomena that are being targeted for observation. In the current study, classroom observation was used to find out the truth related to the aspect of the study developed by the researcher. Observation viewed from the involvement of researchers with data sources. The types of observations used in this study are non-participant observations, with consideration to facilitate the collection of data.

2. Interview

The interview provided structured questions to informants to obtain information or data from sources.[37] Researchers had a clear description of the needed data, and an outline of questions to be asked to the participants. The present study used semi-structured interviews, with the researcher

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[36] Hadari Nawawi, Metode Penelitian Bidang Sosial (Yogyakarta: Gajah Mada University Press, 1991), 217.

[37] Kamarul Azmi. "Metodologi pengumpulan data dalam penyelidikan kualitatitif." Kursus Penyelidikan Kualitatif Siri 1, no. 2012 (2012), 28-29.

setting out their problems and questions to be asked. The results of this interview emphasize quirks, deviations, unusual interpretations, and expert opinions. Therefore, to elaborate on this situation, the researcher had an interview with students and an English teacher after Implementing small group discussions at the SMPN 3 Silo Jember.

3. Documentation

Documentation was a record of events that have passed, and documents in the form of writing, pictures, or monumental works of someone. Documents in the form of images, for example, photos, live images, and sketches. Document studies are complementary to the observation and interview methods in qualitative research. Research results from observations and interviews are more reliable when supported by documentation.[38] The technical document was used in this study, remembering footage and documents are a steady source of information.

In this study, the writer will make an observation data increased understanding of r small group discussion methods. Finally, the other data the author wants to obtain are student value documents and recorded activities of the moment during observation and interview methods.
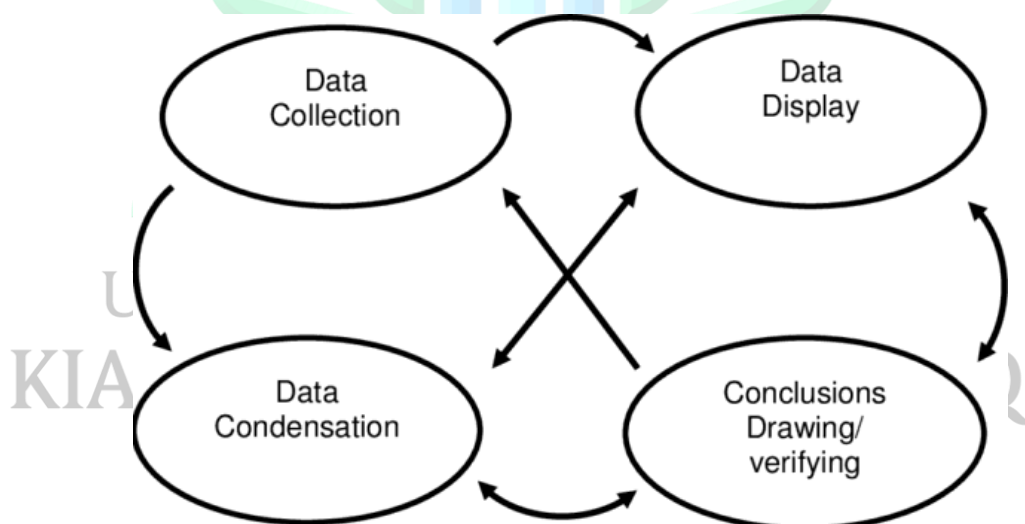
F. **Data Analysis**

Data analysis was the process of systematically searching and compiling data obtained from interviews, field notes, and documentation by organizing the data into categories, describing what is important and what

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[38] Sugiono, metode penelitian kuantiatif,kualitaif, (Bandung:Alfabeta.2017), 224.

will be studied, and making conclusions. Activities in the qualitative analysis were carried out interactively and take place continuously until complete so that the data is saturated.[39] The data analysis used in the present study was the Miles and Huberman Model.

As miles and Huberman explain that the presentation of data was meant to find meaningful patterns as well as to provide Possible deduction and action taken. The presentation of the data in this study is also intended to find meaning in the metadata that has been obtained. Then systematically organized from information, that complex became simple but selective. Activities in data analysis are:

Picture 3.1
Analysis in qualitative research

1. Data collection

   Data collection was carried out by observations, the researcher collected data by fieldnote in twice classroom observation and

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[39] Miles, Matthew B., A. Michael Huberman, and Johnny Saldana. Qualitative data analysis: A methods sourcebook. Sage publications, 2018.

documentation. The interview used by the researcher was semi-structured interviews, and the documentation carried out is to utilize the archives of research-related data.

In the first step, the researcher read the fieldnote collected by the researcher during the classroom observation. Thus, the researcher found out the classroom environment after the small group discussion was implemented for students. The researcher combined the pictures collected during the teaching and learning process and check them with the fieldnote of twice classroom observation. In addition, the researcher collected recorded data from interviews via audiotape. Hence, the result of the interview data was replayed and transcribed. Finally, after the researcher read the data collected from observation, the data were then analyzed and classified.

On the other hand, to answer the second research question considering the evaluation of small group discussion, the procedure of teaching reading comprehension was then analyzed to determine how effective the use of small group discussion is for secondary school students. The researcher transcribed the interview data from students and also an English teacher.

2. Data Reduction

The data obtained from the field was quite large, so it is necessary to record it carefully. Reducing data meant summarizing, choosing the main things, focusing on the important things, and looking for themes and

patterns. With this in mind, the reduced data provided a clearer picture and it was easier for researchers to conduct further data collection.

3. Data Presentation

Presentation of data by providing conclusions and taking action. Through the presentation of data, it can be understood what is happening in the data of small group discussion for students' reading skills. The researcher presents the table of transcribed interviews and also pictures from the fields.

4. Withdrawal of Conclusion / Verification

Qualitative research is presented as descriptive research objects based on research studies. Initial conclusions are still tentative and will change if no strong evidence is found to support them at the next collection stage. In this way, the researcher classified the data collected into categories and themes.

G. **Validity of Data**

Research conducted by researchers used a technique of checking or validating data. The present study used triangulation because the purpose of triangulation is to increase the theoretical, methodological, and interpretive strength of qualitative research. Triangulation is also defined as an activity of checking data through various sources, techniques, and time. In the present study, triangulation of sources was done by checking the data through various sources. The data from these different sources cannot be averaged as in quantitative research but can be described and categorized, which views are

the same, which are different, and which are specific from the three data sources. The data that has been analyzed can produce a conclusion and then be agreed upon (member checking) with the three data sources.

H. Research Steps

In this section the research implementation plan will be carried out by the researcher, the stages of research that will be carried out by the researcher are:

1. Research preparation stage

    The preparation stage is the stage carried out before entering the field as follows:

    a. Research design preparation

    b. Selecting research field

    c. Manage permits

    d. Assessing the state of the field

   e. Prepare research equipment

2. Research implementation

    The stage of fieldwork, understanding the research background and self-preparation, at this stage the researcher collects data and information needed in the research, enters the field, and participates in collecting data.

3. Data Analysis stage

    Collected data by selecting the researcher's data from the results of observations, interviews, and documentation. After the data is adjusted to the research formulation, the data will be presented in the form of a summary, a brief description supported by the data and documents

obtained by the researcher, conclusions drawn, and the research report results.
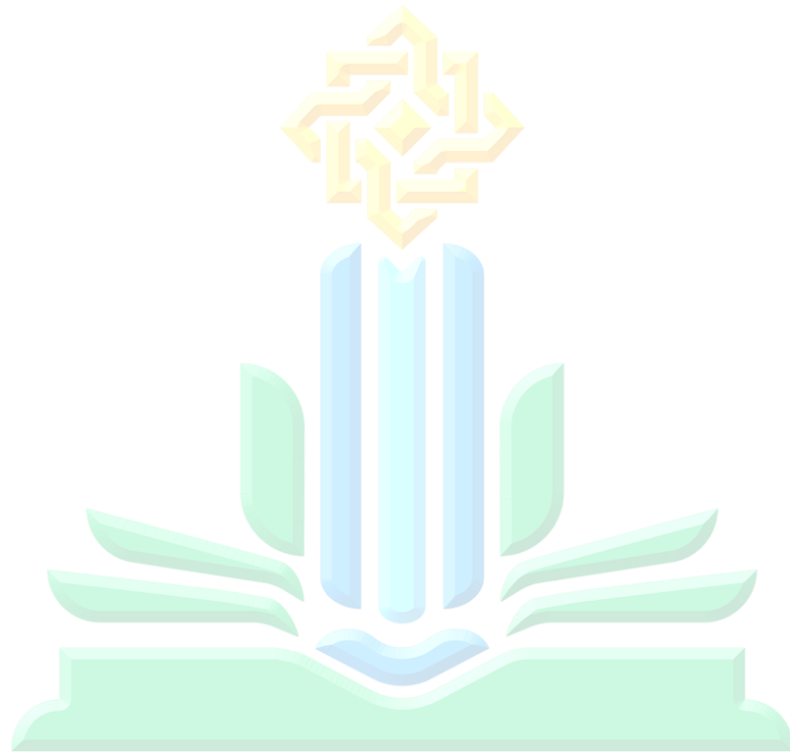
CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Description of the object

1. The Brief Description of the Object

The profile of SMPN 3 Silo Jember founded in 1998 Jl. Ranggi no. 2 garahan, silo, Jember. Twenty-four years after the establishment of this school, this school is one of the academic units with a junior high school level in Garahan, Silo, Jember, East Java. In carrying out its activities, the Regional Technical Implementation Unit (UPTD), SMPN 3 Silo, is under the auspices of the Ministry of Education and Culture.

In Smpn 3 Silo 3, there is one principal's room, one teacher's room, one TU room, and three bathroom/WC rooms, and in the schoolyard at SMPN 3 Silo Jember, there are 22 teachers, including 3 English teachers and three science teachers two social studies teachers two teachers regional language, two mathematics teachers, 3 Indonesian language teachers, 2 BK teachers, 3 PPKN teachers, two sports teachers, one arts and culture teacher. SMPN 3 Silo Jember has 272 students consisting of 10 grades seven. There are three classes, namely class A, B, and C class 8 has three categories consisting of A, B, and C. Then class 9, there are four classes, namely 9, A, B, C, and D. At SMPN 3 Silo Jember there are volleyball, soccer, pack bra and Scout fields which are also used for ceremonial areas. The advantages of SMPN 3 Silo Jember are in the lots of soccer, and

volleyball. This martial arts activity became superior because the students' enthusiasm was very high, so it was easy to develop at SMPN 3 Silo.

2. Vision and Mission of SMPN 3 Silo Jember

   a. Vision:

   The realization of students who have a noble character is healthy, intelligent, creative, innovative, and environmentally friendly.

   b. Mission:

   Strive for competent graduates in attitudes, skills, and knowledge. Develop, establish and implement a school curriculum according to the competence of graduates. Planning, implementing, and supervising the learning process according to the provisions. Carry out an assessment by the realm of competence with objective, accountable assessment instruments, and techniques and follow up on the assessment results. Strive for dignified, prosperous, and professional educators and education personnel. Realizing, utilizing, and maintaining complete and adequate facilities and infrastructure.

3. Organizational structure of SMPN 3 Silo Jember

   Since the first year, this school has had a well-structured organization with good administration and coordination, consultation, and evaluation. The following is the structure of Smpn 3 Silo Jember:[40]

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[40] Documentation Smpn 3 Silo, 29nd october 2022.

Table 4.1
Teacher and employees Smpn 3 Silo Jember

No	Namae	L/P	Subjects	Position
1	Drs. Maisaro, M.Si.	P	Ilmu pengetahuan Alam	Headmaster
2	Marsuki, S.Pd	L	Ilmu pengetahuan sosial	Deputy Curriculum
3	Amir Faizal, S.Pd.	L	Bahasa inggris	Deputy of student
4	Siti juhairiyah, S.Pd.	P	Bahasa inggris	Teacher
5	Mulyadi, S.Pd.	L	Bahasa Daerah	Teacher
6	Hengki hadi santoso, S.Pd.	L	Bahasa indonesia	Teacher
7	Bambang hermanto,S.Pd.	L	BK	Teacher
8	Hadis sutrisno fadhilah, S.Pd.	L	PPKN	Teacher
9	Desy rina wulandari, S.Pd.I	P	PABP	Teacher
10	Dedi malik wijaya, S.Pd.	L	Bahasa inggris	Teacher
12	Ade terina febriyanti, S.Pd.	L	Informatika	Teacher
13	Rizkiyah hidayati, S.Pd.	P	Bahasa indonesia	Teacher
14	Susmiyati, S.Pd.	P	Matematika	Teacher
15	Dedi nur handayani, S.Pd	L	Seni budaya	Teacher
16	Ariadi,S.Pd.	L	BK	Teacher
17	Febrianita eka devina, S.E.	P	Ilmu pengetahuan sosial	Teacher
18	Chrissanti anggraeni, S.Pd.	P	Ilmu pengetahuan alam	Teacher
19	Pipin aprilita, S.Pd.	P	Ilmu pengetahuan alam	Teacher

20	Ahmad haris mabruri, S.Pd.	L	Informatika	Teacher
21	Shinta era gradia, S.Pd	P	PJOK	Staff
22	Ahmad in'am mubarok, S.Pd.	L	BTA	Staff
23	Abdul basid, S.Pd.	L	PJOK	Staff

4. Facilities Smpn 3 silo jember

Based on the finding data documentation by the researcher, Smpn 3 Silo Jember has some facilities as a following:[41]

Table 4.2
List facilities of Smpn 3 Silo Jember

No	Facility	Total
1	Principal's office	1
2	Teacher's toiler	3
3	Islamic player room	1
4	Library	1
5	Canteen	3
6	BK	1
7	Student council	1
8	Teacher room	1
9	Lab Computer	1
10	Administration room	1
11	UKS	1
12	Student toilet	3
13	Hall	1
14	Post security	1

[41] Documentation, Smpn3 Silo, Jember 29nd october 2022.

Table 4.3
State of learning facilities

No	Types of sarpras	Total	Condition
1	Desk Student	536	Fine
2	Chair Sudent	270	Well
3	Loker student	1	Well
4	Teacher chair in clasroom	1	Well
5	Computer	20	Well
6	Science teaching aids	5	Well
7	Football	2	Well
8	Volleyball	2	Well
9	Basketball	1	Well

B. Findings and Analisis Data

Data presentation is a part that reveals the results of data in a study that is in accordance with the focus and analysis of relevant data. As explained that in this study using data collection techniques through observation, documentation and interviews the results of research that refers to the focus of research, in this study will be presented in detail the evidence obtained about the Implementation of Small Group Discussion in Teaching Reading Comprehension at Smpn 3 Silo Jember. in the explanation in chapter III the researcher revealed that the researcher used observation, interview, and documentation methods as a tool to obtain data in accordance with the focus of research. This researcher will describe the results of research in detail and systematically about the object under study and the focus of the research, as follows:

1. **The Implementation of Small Group Discussion in Teaching Reading Comprehension**

Consists of preliminary activities, core activities, and closing activities asexplained below:

Preliminary activities are defined by the teacher's action, to create a mentally prepared atmosphere and cause students' attention to focus on what will be learned. From the observations it is known that in the preliminary activities, the English teacher of Smpn 3 Silo Jember did: 1) pray together led by the class leader, 2) the interact before learning begins with the aim of getting closer by asking for news, 3) then the teacher accompanies the students sequentially, 4) followed by providing a stimulus by asking some questions. Previous material questions (pre-test) and, 5) communicate the learning objectives. at the planning stage of small group discussion, an English teacher determine learning materials from class VII textbooks about "telling time" following the material in the odd semester of class VII. This has been explained by Mrs. Siti Juhairiyah as an English teacher at SMPN 3 Silo Jember during an interview in the teacher's room.

> "Before starting the lesson, I usually ask the class leader to lead a prayer together and then interact with me asking how I'm doing my goal is to get them closer and closer to me. Then I convey the learning objectives, and then provide a stimulus to students by asking questions about the subject matter to be studied".[42]

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[42] Mrs. Siti Juhairiyah, Interviewed, Jember 21th of September 2022.

The results of the interview explained that before starting in learning, the English teacher usually conveys the learning objectives and asks related questions learning material that will be delivered. This statement is also supported by the statement of Nadia izza, as a student of VII grade of Smpn 3 Silo Jember who revealed:

> "If Mrs. Hera usually before starting the lesson, she asks the class leader to lead the prayer, then after praying, Mrs. Hera gives greetings in English and then attends all students and sometimes gives motivation".[43]

The above statement is also reinforced by Ridho tri firansyah statement, as he explained:

> "When Mrs. Hera enters the class, she does not forget to say greetings and always prays before starting the lesson, not forgetting to ask about the presence of students, especially those who are present or those who are absent after that Mrs. Hera provides a motive to be enthusiastic about learning."[44]

The results of the interview explained that the activities the introduction during the reading learning process using the small group discussion is to start learning by praying then giving greetings to students to get used to speaking English and then taking student attendance and then providing motivation so that students are enthusiastic about carrying out the learning process.

In the fields, the teacher prepares the facilities and infrastructure needed in the learning process, including textbooks, student absences, dictionaries, and other materials for group discussions. Therefore, to

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[43] Nadia Izza Nur Ahmad, Jember 21th of September 2022.
[44] Ridho Tri Firansyah, Jember 21th of September 2022.

elaborate on this situation the researcher helped by an English teacher thinks and makes a learning plan to achieve a basic competency set in the standard content and described in the syllabus. [45]

Lesson plan is the first point that must be carried out by all institutions wich is something that cannot be abandoned to achieve learning objectives. Lessson plan carried out by teacher Smpn 3 Silo Jember an imortant subject that must be done and reared. Interviewed by Mrs. Siti Juhairiyah as English teacher for Smpn 3 Silo Jember she stated:

> "Before I make a lesson plan (Rpp) I must pay attention to the syllabus so that I know the direction of learning, determine objectives, develop learning activities and improve the results of the teaching and learning process and prepare various lesson plans professionally."[46]

Based on the interview above, it can be seen that with pay attention to the syllabus, this is also reinforced by there is an observation that before doing learning the teacher needs to first pay attention to the syllabus so that the teacher knows the direction of learning. In this case, the importance of researcher knew the form of the syllabus in this study, by the syllabus data can prove that it is important in terms of syllabus developments for teachers. In this syllabus, it describes several components of learning tools which include competency standards, basic competencies, basic materials, time allocation, learning activities and asssessments developed by each educational unit.

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[45] Observation, 21th of September 2022.

[46] Mrs. Hj. Siti Juhairiyah, S. Pd. Interviewed bye writer, Jember, 21th of September 2022.

Picture 4.1
The learning proses of small group discussion

In this study, the researcher focused on the teaching and learning process using small group discussions. Hence, teaching and learning activities (KBM) required careful planning to run smoothly and effectively. In the use of small group discussion in the current study related to flexible grouping and also classroom discussion, the researcher described aspects of small group discussion as follows:

a. **The Materials in Teaching Reading Through Small Group Discussion**

Observations that researchers observed the initial activities of learning to read comprehension using small group discussions were that the teacher prepared groups consisting of 4-6 students in 1 group, first the teacher asked the class leader to lead the prayer, then continued by asking for news and approaching students to provide motivation and enthusiasm for learning, after that the teacher conveyed the learning objectives and learning steps that would be

carried out on that day. the material used in learning is about "telling time" learning to read the clock The word O'clock is used for the exact time, quarter (quarter) is used to express a time that is less or more than 15 minutes. While half is used to express time that is more than 30 minutes. In this small group discussion learning method, the teacher conducts several topics including (place, students, and time) regarding student preparation and different intellectual abilities. The teacher properly guides students and explains how to discuss and read comprehension correct English texts so that students have the same understanding and knowledge about the small group discussion method that will be carried out. The teacher divides discussion groups, and instructs students to count from 1-4 repeatedly and divides groups. [47]The names of the groups formed are as follows:

Table 4.4
List name of discussion group

No	Name of group			
	1	**2**	**3**	**4**
1	AAZK	MM	MAJ	MRG
2	AZ	MT	MRA	MR
3	FCW	AR	MF	RT
4	LT	HS	NINA	ZA
5	HB	RJN	PNK	MZ
6	KM	MRA	RAA	SIPSKS
7	LU	MVF	RTF	YKC
8	RA	MAF	SS	MA

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[47] Observation, 22th of September 2022.

Picture 4.2
The implementation of small group discussion

The results of the above observations made by researchers know that the teacher uses material about telling time in English language learning with the small group discussion method then the teacher forms a group of 4-6 people who have been determined by the teacher.This was conveyed by Mrs. Siti Juhairiya an english teacher:

> " so, sis they already have the assumption that English is difficult. One of them I teach reading by using the small group discussion strategy because it is very supportive for them, so that the more often they read and discuss they will be more fluent in reading and also better understand the material they learn."[48]

This statment is also supported by the statment of class students VII named Ridho tri firansyah who revealed:

> "on the material of telling time mrs. Hera explained the material in detail and clearly then formed groups to discuss the tasks given, with groups we are easier to discuss the material, I really like this small group discussion learning. especially English is difficult in my opinion reading it sometimes I don't know the use of this method is very supportive in developing understanding in reading."

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[48] Mrs.Siti Juhairiyah, Interviewed by writer, Jember 5th of october 2022.

Based on the statements of teachers and students above, the use of small group discussions is very effective for students' development in reading.

This data is also supported by observations of class VII conducted by researchers on the 5th of October 2022. at Smpn 3 Silo Jember. in this meeting the teacher discusses material about telling time. the teacher explains the material related to time then the teacher the teacher prepared the first group to present the discussion results about telling time. Hence, when the first group delivers the meeting results, they must choose a spokesperson to report the group's collective thoughts to the class. Furthermore, the teacher calls the spokesperson for one of the group members.[49] After their short presentation of about 5 minutes, class members asked students in the group about their points of view. In this way, the teacher remains students who do not pay attention because other group members are noisy and busy. after group 1 finishes the presentation. The teacher invites group 1 to sit back and asks the other groups to clap.

b. **The Prosedure of Small Group Discussion in Teaching Reading**

Based on the observations made by the author, the authors found that most of the students' behavior towards the educators and the elements in the school was quite good, and there was an increase in learning to read English texts and students more active in the

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[49] Observation on 13th of october2022.

classroom. One of the examples is that every student in English learning is required to bring a dictionary and must have their own dictionary. [50]The small group which has been used in the classroom made students work together. The groups based on student needs provide opportunities for students to have targeted instruction for a short period of time. This was conveyed by the English teacher Hj.siti Juhairiyah, S.Pd. he said:

> "In learning English I require students to bring a dictionary and must have their own dictionary so that students can find out for themselves if there are vocabulary that they do not understand. in addition to using the dictionary students are also helped by the clock media that is made by themselves, we teach slowly and repeatedly because children are very difficult to understand English."[51].

This is supported by the statment by nadia izza, as a student of VII grade of SMPN 3 Silo Jember who revealed:

> "At the time of English learning Mrs Hera requires students to have their own dictionary so when there is vocabulary that is not understood we look for ourselves that's why Mrs Hera requires us to bring our own dictionary when learning English, to make it easier for us to look for vocabulary that we don't understand."[52]

From the second informant, further to the third informant who is in line with the delivery of the second informant, namely Ridho Tri Firansyah, he explained that:

> "When learning English Mrs. Hera requires students to have your own and bring it when learning English if you don't bring you when learning English then Mrs. Hera will give sanctions to students who don't bring, when bringing your own

[50] Observation, Jember 19 th October 2022
[51]Hj Siti Juhairiyah S.Pd. Interviewed, 17 th October 2022.
[52] Nadia Izza, by writer, Jember, 17th of October 2022.

dictionary we don't need to ask the teacher or friends when there is vocabulary that is not understood so the dictionary makes it easier for us to find vocabulary that we don't understand."[53]

Based on the results of the interviews of the three informants above, what teachers do is require students to use a dictionary when learning English so that students find it easier to know vocabulary that they do not understand and use media so that students are more enthusiastic in participating in learning.

Picture 4.3
The condition of classroom discussion

Therefore, instructional procedures were formed based on the data, and students were assessed in a variety of ways to determine how far students understood the materials. There were several steps in teaching reading through small group discussion as follow:

1) Pre-Activity

Based on the results of research activities at Smpn 3 Silo Jember, it shows that in the activity the introduction of reading

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[53] Ridho Tri Firansyah, by writer, Jember, 17ᵗʰ of October 2022.

learning by using small group discussion: 1. the teacher starts by saying greetings, 2. the teacher asks the class leader to lead the prayer, 3. then the teacher brings in students and gives greetings and takes attendance, 4. then the teacher prepares students physically and psychologically in providing motivation, 5. after that the teacher conveys learning objectives and learning steps.

This was conveyed by the English teacher Hj.siti Juhairiyah, S.Pd. he said:

> "Activities at the beginning of learning I open greetings read prayers at the start of the lesson and ask how the students are doing, as well as provide motivation to students to be enthusiastic about English learning and convey learning steps to students. "[54]

This is supported by the statment by nadia izza, as a student of VII grade of SMPN 3 Silo Jember who revealed:

> "At the opening of the lesson, Mrs Hera said greetings and told the class leader to lead the prayer and then provide motivation, after that Mrs Hera conveyed the learning objectives that would be learned, usually explaining that she would give examples or be told to discuss with friends. well in the example, the values and characters that are applied will be included."[55]

From the second informant, further to the third informant who is in line with the delivery of the second informant, namely Ridho Tri Firansyah, he explained that:

> "At the beginning of the lesson the teacher does not forget to say greetings followed by reading prayers then the teacher asks how the students are doing This is done so that

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[54] Hj.siti Juhairiyah, S.Pd, Interviewed, Jember 19october 2022.
[55] Nadia Izza, Interviewed, Jember 19october 2022

the teacher is closer to the students and interacts more often with the students and the teacher also provides motivation and encouragement."

Based on the results of observations and interviews with the theory that states that the initial activities of English language learning are intended to motivate students, this initial activity can be done with various ways, conditioning a pleasant learning atmosphere, discussing competencies that will be learned and developed previously, conveying competencies that will be achieved and utilised in everyday life and conveying the scope and assessment techniques to be used.

2) Core Activity

Based on the results of research activities at Smpn 3 Silo Jember, it shows that the main activity of teaching reading by using the small group discussion method then the teacher divides the group consisting of 4-6 students, then the teacher asks representatives from the group to take the material. The teacher explains the material first then the teacher asks the group representatives to take the material, then all group representatives discuss the material, after they discuss and read all the material because by reading it will be easier to understand and can even make them more fluent in reading. Then, they return to their original groups to explain and exchange ideas with their group mates, then the teacher asks the representatives of the groups to

take the materials that have been provided. exchange ideas with their group mates, then the teacher gives several quizzes to each group to determine their understanding of the material. quizzes to each group to find out the understanding of each group. and gave 15 minutes for discussion.[56]

The steps that have been implemented in Smpn 3 Silo Jember are the same as the theory that states the steps of the small group discussion:

a) Students are divided into small groups (4-6 students)

b) Each group representative takes the same material

c) Each group representative discusses with other groups about the same material

d) Each group representative returns to his original group to explain to his group mates until his group mates understand the material

e) Distribution of quizzes to find out how much understanding material that has been learnt.

So it can be seen that the results of research in Smpn 3 Silo Jember corroborate the theory which states that teachers in teaching reading divide the group so that students can exchange ideas, understand contextually, explain to their peers in accordance with the rules of the teacher, then the teacher

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[56] Observation , Jember 20 of october 2022.

according to the rules of the teacher, then the teacher gives a test to determine the understanding of the material they have discussed. Then the teacher gives a test to determine the understanding of the material they have discussed.

This was conveyed by the English teacher Hj.siti Juhairiyah, S.Pd. he said:

> "I divide 4-6 students to determine groups when learning English using the small group discussion method, then tell the group representatives to take the material to discuss so that students are easier and smoother when reading as well as students exchange ideas with their group friends when I want to see students' abilities when learning using the small group discussion method I give several quizzes for each group to find out the reading comprehension of each group."[57]

This is supported by the statment by nadia izza, as a student of VII grade of SMPN 3 Silo Jember who revealed:

> "Mrs. Hera makes groups of 4-6 people and then tells students to discuss the material that has been given using group methods like this, I like it more because we exchange ideas with group friends so that when we are in class, we are not bored, we can be more active in arguing and then asking something that we don't understand."[58]

Based on the observations and interviews above, it is stated that the teacher in teaching reading divides the groups so that students can exchange ideas, understand the context, explain to their peers according to the rules of the teacher, students more easily understand the material when using the small group

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[57] Hj. Siti Juhairiyah S. Pd, Interviewed, Jember 24 th October 2022.
[58] Ridho tri firansyah, Interviewed by writer, Jember 19 th October 2022.

discussion method because they exchange ideas with their grops, students have responsibility and understand the problem and solve a problem.

3) Final Activity

Ased on the results of research activities at Smpn 3 Silo Jember, it shows that the core activities of teaching reading using the small group discussion method are the teacher reflecting on the results of the day.

At the end of the small group discussion activity, students began to record matters related to the discussion that day. besides that, they also asked the material that was still difficult to understand to the teacher in the class. that way, they can learn more about the day's material. the teacher also gives students additional explanations and summarizes the results of all group discussions.[59]

In the classroom, the students were given a reading text assignment and they were gathered with their groups. However, some students were not focus because of other things. The classroom discussion began not conducive in the last hour of the lesson. The researcher saw every group of classroom discussion were struggling to answer the assignment given by the teacher. Moreover, students have been able to do problem solving by

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[59] Observation, Jember 24 th october 2022.

themselves guided by the teacher in the classroom. Finally, students engagement positively correlated with small group discussion and they were following teachers' instruction for the homework assignment in the last hours of the lesson.

This was conveyed by the English teacher Hj.siti Juhairiyah, S.Pd. he said:

> "When the learning ends I ask students to ask about material that is still difficult, and I also provide additional explanations for students, so that students summarize the results of all discussions, do not forget to also provide motivation at the end of learning after everything is finished I invite students to pray together and continue with greetings."[60]

This is supported by the statment by ridho tri firansyah as a student of VII grade of SMPN 3 Silo Jember who revealed:

> "When closing the lesson Mrs. Hera asked about material that had not been understood by the teacher and also gave additional explanations, in this discussion it looked exciting until the learning was over, and the teacher told to summarize all the group discussions after that did not forget to read the prayer to close the lesson."[61]

From the results of these interviews and observations before ending the lesson the teacher still provides additional explanations and tells students to summarize the results of the discussion and ask students who have not been understood. moreover, students are able to solve their own problems, not

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[60] Mrs.Siti Juhairiyah , Interviewed, Jember 24 th October 2022.
[61] Ridho Tri Firansyah, Interviewed by writer, Jember 24 th October 2022

forgetting that the teacher also always motivates students and the teacher invites students to pray and continues with greetings.

c.   **The Media of Small Group Discussion in Teaching Reading**

In the implementation of learning process activities the teacher uses media in the form of a clock that is made by himself from used cardboard and also origami paper the use of this media can clarify the delivery of material to students and is expected to increase student motivation and learning outcomes and on the material of time marks the teacher makes a wall clock from cardboard covered with coloured origami paper to make it more attractive, the teacher says the material of time marks is not enough if it is only delivered by lecturing or drawing a clock on the blackboard, because students need concrete objects and practice directly related to determining or reading time marks.[62] According to the English teacher Mrs Hj.siti Juhairiyah, S.Pd. she said:

> "The use of media in general aims to make it easier for students to understand the material because students tinker on their own so that it is more concrete, while the use of cardboard clock media in addition to making students more interested can also be used as class cosplay if it is during learning. The media can also be displayed in the classroom and at any time students can use it to repeat learning.[63]

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[62] Observation , 19 th october 2022.
[63] Mrs. Siti Juhairiyah, Interviewed, Jember 24 october 2022

Picture 4.4
picture media of telling time material

This is supported by the statment by Ridho tri, as a student of

VII grade of SMPN 3 Silo Jember who revealed:

> "On the use of media when learning to tell Mrs. Time. Hera
> makes a clock media made of cardboard so the use of media is
> clearer and easier to read, very interesting and creative also
> makes it easier for us to master learning material with the aim
> of creating enthusiasm and making learning meaningful and
> ultimately will improve learning outcomes when in class."[64]

Based on the results of interviews and observations that

researchers conducted on 21 october 2022, it can be concluded that a

lesson also uses artificial media so that students more easily

understand the material and also make students more interested and

not bored at the time of learning English which most students are not

easy to understand English material.

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[64]Ridho Tri Firansya , Interviewed by writer, Jember 24october 2022

d. The Methods of Small Group Discussion in Teaching Reading

The small group discussion method in learning English class VII at Smpn 3 Silo is a group that is divided into several small groups of 4-6 students each in a short tempo to discuss a topic or solve a problem. The material discussed is about "telling time" where the teacher initially explains the material first, then after the students understand the new stage is learning to read with the small group discussion method where there are 4-6 students per group that the teacher has determined the group, after the students have their respective groups the teacher directs the students to be with the group that has been determined.[65]

Then the teacher gives directions to each group to work and discuss, there are several groups who ask "mum this answer is written where"? then the teacher answers "the answer is written on paper then name according to each group and 1 group 1 answer. And the teacher prepares each group to discuss, the teacher limits the time to discuss for 15 minutes, group discussions on this material have begun to appear, but there are still many groups that are lazy, the teacher gives a warning to students to participate in their group discussions, teachers and researchers go around asking and seeing the course of the discussion in each group. That way the students immediately worked on the tasks that the researchers had given, the students in their groups

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[65] Observation, Jember 24 th October 2022.

began to express their opinions and look for answers, based on the observations of researchers seeing in each group there were some students who really worked on some students who were just silent chatting with their friends there were also those who often went out to the toilet. When 15 minutes passed, the teacher appointed random learners to read the text and material that had been discussed. According to the English teacher Mrs Hj.siti Juhairiyah, S.Pd. she said:

> "The use of this method is very effective for students and can improve students' reading skills. In addition, students also have high motivation to follow the learning so that they can achieve the best results. The application of the small group discussion method is the interaction of students with students, or students with teachers to analyse, solve problems. So the advantage of this small group discussion learning model is that it provides opportunities for students to be more active so that the interactions that take place during the learning process become more focused."[66]

This is supported by the statment by Ridho tri, as a student of VII grade of SMPN 3 Silo Jember who revealed:

> "I am very happy if this English learning uses the small group discussion method so, when discussing we will get different responses to one problem from each member of the discussion. From there we find various new ideas and ideas that can develop our insight into something. With discussion we can convey our understanding and ideas."[67]

So based on interviews, observations that researchers have made are English learning methods about telling time is a method used to achieve the goals set in learning activities. In this small group

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[66] Mrs. Siti Juhairiyah, Interviewed, Jember 24 th October 2022.
[67] Ridho Tri Firansyah, Interviewed, Jember 19 th October 2022

discussion, stages are needed in running it so that the small group discussion runs smoothly.

2. **The Evaluation of Small Group Discussion in teaching reading comprehension at Smpn 3 Silo Jember.**

The evaluation of reading learning with small group discussion strategy is that the teacher uses formative evaluation. Assessment is usually done at the end of the lesson. The assessment instrument used is a test which is a description question and non-test to assess attitude and reading practice.

The stage of material achieved by students in the subject of English material about telling time can be said to be quite optimal in the 2022/2023 academic year. Some of the students have been able to improve reading English texts with the small group discussion method.[68]

Evaluation of teaching reading comprehension of small group discussion at Smpn 3 Silo Jember is carried out by test and non-tes as examplained by Mrs. Siti Juhairiyah as an teacher:

> "The evaluation uses a formative evaluation which will be given several description questions. I also do other assessments such as attitude assessment and interview in the last material with personal. For formative evaluation, I usually do it after the lesson is over, but if it's not finished then I order it to be done at home. Besides that, in this English subject I also invite students to continue practicing in terms of reading to measure students' reading fluency."[69]

The above statement was added with interviews with participants a studentof tenth grade of Smpn 3 Silo Jember Named Nadia Izza said:

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[68] Observation , Jember 24 th October 2022

[69] Mrs. Siti Juhairiyah, S.Pd.Interviewed by writer, Jember 24 th October 2022

"If Mrs. Hera always gives assignments and is followed by a test at the next meeting Mrs. Hera sometimes tells us to memorize vocabulary later,if we have memorized vocabulary, we go forward 4 children or 6 children to deposit memorization and also give homework that must be done."[70]

This is also in line with what Ridho Tri Firansyah explained as follows:

"Mrs Hera in providing learning evaluation conducts small group discussions to develop fluency in reading, Mrs Hera also sometimes asks to memorise vocabulary and also gives homework."

Based on these findings, the researcher concluded that the evaluation of reading learning with the small group discussion method is a formative evaluation carried out after the learning process using tests and non-tests is an evaluation using description questions, and for non-tests in reading work using attitude assessment.

In sum, students were excited in terms of flexible grouping and classroom discussion during small group discussions to train their reading comprehension mastery. The classroom environment becomes effective because of the teaching and learning process using small group discussions. The students and teacher actively participated to achieve a higher understanding of students reading skills. The difficulties in reading comprehension have been solved together during the small group discussion where students were on-task with the teacher.

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[70] Nadia Izza, Interviewed by writer, Jember 24 th October 2022

C. Discussion

The findings that the research obtained while researching the teaching of reading comprehension using small groub discussion at Smpn 3 Silo Jember are as follows:

Table. 4.5
The recapitulation result of the research

No	Research Questions	Result
1.	Teacher implementing in teaching reading comprehension using small group discussion at Smpn 3 Silo Jember.	The implementing in teaching reading comprehension using small group discussion there are 3 step: 1. Preliminary activity (learning to read using small group discussions of telling time material at Smpn 3 Silo Jember learning telling time using small group discussion methods. the use of small group discussions is very effective because it can improve the understanding of students' reading skills). 2. Core activity(learning to read with small group discussions the teacher divides groups of 4-6 students, the learning material is telling time and uses clock media that the teacher makes himself from cardboard, the teacher's discussion time gives 15 minutes for students). 3. Closing activity(At the end of the discussion activity, the teacher told students to record things related to the material, besides that the teacher gave additional explanations and summarised all the results of the group discussion).
2.	Teacher evaluating in teaching reading comprehension using small group discussion at Smpn 3 Silo Jember.	The evaluation of teaching reading comprehension using small group discussion at Smpn 3 Silo Jember namely using formative evaluation by: a. Test technique questions and performance reading. b. Non-test technique (attitude assessment and interview)

1. **Implementation of teaching reading comprehension using small group discussion at SMPN 3 Silo Jember.**

   Based on the results of the presentation of research data through observations, interviews, documentation and analyses that have been carried out, as well as based on the focus of the problem that has been formulated, it is presented as findings in the field regarding the implementation of teaching reading comprehension using small group discussions at SMPN 3 Silo Jember.

   In the activities of implementing learning activities carried out is the teaching and learning process as the core element of the activity learning that has been prepared in the previous lesson plan.

   The results of the research used and the data obtained from observations, interviews, and documentation, namely the implementation of teaching reading comprehension using small group discussion at Smpn 3 Silo Jember, carried out in theree step. These are: preliminary. Core and closing activies.

   a. Preliminary activity

      Based on the results of research activities at Smpn 3 Silo Jember, it shows that in the preliminary activities of teaching reading comprehension using a small group: 1. The teacher starts the teacher saying greetings, 2. Asks the class leader to lead the prayer, 3. Then the teacher attends to students and gives greetings 4. Then the teacher prepares students physically and psychologically by providing

motivation, 5. After that the teacher conveys the learning objectives and learning steps

The findings above are in line with the theory which states that the initial activity is intended to motivate students, this initial activity is a form of appreciation by encouraging students to do learning. conditions for a pleasant learning atmosphere, as well as developing students' reading comprehension by discussing small groups, students discuss and work on the material that has been provided.

So, it can be seen that the results of research at SMPN 3 Silo Jember strengthen the theory which states that preliminary activities: 1. the teacher starts the teacher saying greetings, 2. then asks the class leader to lead the prayer, 3. then the teacher comes to the students and asks how they are, 4. then the teacher prepares the students physically and psychologically by providing motivation after that, 5. the teacher conveys the learning objectives and learning steps.

b. Core Activity

Based on the results of data presentation through observations, interviews, documentation and analyses that have been carried out, as well as based on the focus of the problem that has been formulated, the findings that exist in the field regarding the implementation of reading comprehension learning using small group discussions at Smpn 3 Silo Jember.

Based on the results of research activities in Smpn 3 Silo Jember, it shows that the main activities of learning to read with the small group discussion method are that the teacher divides the group consisting of 4-6 students, then the teacher asks representatives from the group to discuss the telling time material, after discussing and reading all the reading material it will be easier to make them more fluent in reading English texts, then they return to the original group to explain and exchange ideas with their group friends, then the teacher gives a quiz to each group to find out the reading comprehension of each group, the teacher also uses learning media made by the teacher using cardboard boxes.[71]

The results of research in SMPN 3 Silo Jember strengthen the theory that states that teachers in teaching reading use small group discussions, so that students can exchange ideas, understand contextual, be more active in the classroom, then the teacher gives a test to students to find out the understanding of the material that has been discussed, students more easily understand the small group discussion method.

Based on the results of research activities at SMPN 3 Silo Jember, the core activities of teaching reading using the small group discussion method are the teacher tells students to note important things then invites students to conclude the learning together.

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[71] Alejandro Garcia, Ed.D, Jesus Abrego, Ed.D & Reguenes Robert, 13

especially learning material about telling time in reading teaching, activities that can be done at this stage are:

1) Teacher activities with students are: Making a summary/conclusion of the lesson, reflecting on the activities that have been carried out and, providing feedback on the learning process and results.

2) Teacher activities are: Give directions to students, conduct assessments, plan follow-up activities in the form of remedial learning, give assignments both individual and group assignments according to the learning outcomes of the participants. Delivering lesson plans at the next meeting.

2. Teacher evaluating in teaching reading comprehension using small group discussion at SMPN 3 Silo Jember.

The evaluation of learning to read using small group discussion is: the teacher The teacher provides learning evaluation by using formative evaluation. The assessment is usually done at the end of the lesson. The assessment used in the form of tests in the form of description questions and non-tests to assess attitude and reading practice. non-tests to assess attitude and reading practice.

As explained in the Findings, the evaluation of reading instruction using small group discussion is: the teacher provides learning evaluation by using formative evaluation. The assessment is usually done at the end of the lesson. learning. The assessment instruments used are in the form of tests, namely questions, description questions and non-test assessments in

the form of attitude and practice assessments. practice. According to Brown (2011), formative evaluation is to measure the extent of the process of students' inability to understand.[72] Thus, it can can be traced the need to improve test takers' strategies to achieve understanding. understanding. Furthermore, student evaluation with reading practice can train students to read English texts normally. More In particular, reading makes students have a lot of vocabulary, such as information that has been written in English, according to Harmer, reading is an activity that can make students acquire a lot of language and increase their vocabulary and grammatical understanding in learning texts. Thus students are able to master and understand what students get at school.The type of reading performance used by teachers in evaluating students is extensive reading. is extensive reading, as explained in the findings that students use the extensive assessment because it makes it easier for them to understand a text, both in terms of grammar and text, both in terms of grammar and vocabulary. According to Nurdiana students develop active vocabulary, in extensive reading, students act as human beings because they have to ask for measurements, reading carefully will help develop ideas. will help develop ideas.

Based on these findings, the researcher concluded that the evaluation of learning to read using the jigsaw strategy is a formative evaluation that is conducted after the learning process by using tests and

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[72] Brown 185

conducted after the learning process by using tests and non-tests, namely test evaluation using description questions, for reading work and non-test attitude assessment.

CHAPTER V

CONCLUSION AND SUGGSTION

A. Conclusion

In this chapter, the researcher presents the conclusion of this study. Therefore, the researcher concludes according to the findings that have been analyzed in the previous chapter. Based on the data gained from small group discussion and the evaluation of small group discussion, below were the explanation:

1. The Implementation of Small Group Discussion in Teaching Reading Comprehension

In this small group discussion learning method, the teacher conducts several topics which include (place, students, and time). In the classroom, students are given the task of reading the text and they gather with their groups. The teacher forms groups consisting of 4-6 students, the teacher uses media made of cardboard paper as learning media. The learning carried out by the teacher is in accordance with the procedures when teaching in the classroom from beginning to end. In the classroom the teacher applies the small group discussion method when giving assignments to students, the material that the teacher takes from the package book and the internet. The students actively participated to achieve a higher understanding of the students' reading ability. Difficulties in reading comprehension have been solved together during small group discussions.

2. The Evaluation of Small Group Discussion

The use of this group discussion learning method has successfully engaged students in the context of secondary school. Teachers provide evaluation to students and give assessments at the end of learning. Teachers use formative assessment which is used in the form of tests in the form of questions or descriptions and non-tests to assess attitudes and practices when reading. The level of effectiveness of the small group discussion learning method in improving student learning outcomes in English language subjects is good, meaning that teachers and competent school parties have carried out as much as possible in its implementation.

There are some limitations faced by the researcher in this study. The first limitation is the study only takes place in one classroom. The second limitation the limited time given by the school to do a research. In link with this situation, the result of study can be different if it takes place in another classroom levels.

B. Suggestion

In this section, the researcher put some suggestions based on the research result and conclusion above. Therefore, for further research who are interested in conducting similar research in the future:

1. For further research it is recommended to explain in detailed about the use of small group discussion to foster students' speaking skill

2. For further research it is recommended to explore other teaching strategy to foster students' reading skills.

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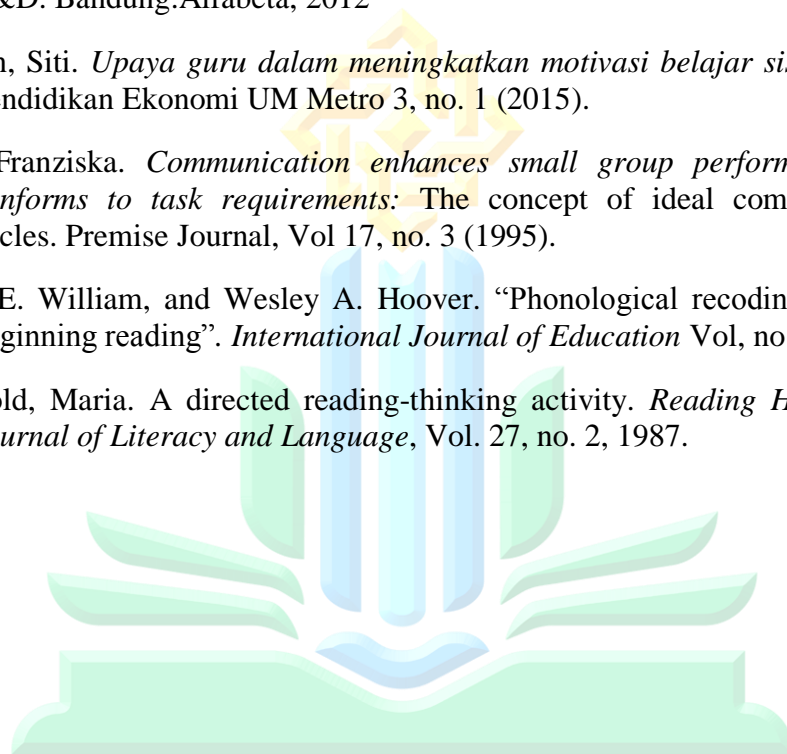
DECLARATION OF AUTHENTICITY

The undersigned below:

Name   : Ayuni Tri Fernanda

Student's Number   : T20186064

Study program   : English Education Department

Faculty   : Teacher Training and Education Faculty

Institution   : UIN KHAS of Jember

         Declare that thesis entitled "The implementation of small group discussion in Teaching Reading Comprehension to the seventh-grade students of Smpn 3 silo Jember in the academic year: 2022-2023" is my original work, gathered and utilized especially to fulfill the purpose and objectives of this study, and has not been previously submitted to any other university for a higher degree. I also declare that the publication cited in this work has been personally consulted.

Jember, 02nd of March 2023

I declared

Ayuni Tri Fernanda
NIM. T20186064

MATRIX

TITLE	VARIABLES	SUB VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHODS	PROBLEM
The implementation of small group discussions in teaching reading comprehension at the seventh-grade students of SMPN 3 Silo Jember 2022/2023 Academic year	1. Small group discussion 2. Reading comprehension	1. The implementation of small group discussion 2. The aspect of reading comprehension	1. The prosedure of small group discussion in teaching reading comprehension 2. The evaluation of small group discussion in teaching reading comprehension	1. English Teacher 2. Students	1. Approach and kinds of research: - Qualitative - Classroom Observation 2. Technique Collection : - Observation - Interview - Document Review 3. Data analysis: - Data condensation - Data display - Conclusion drawing 4. Validation of data: - Triangulation of data - Member checking	1. How does the teacher implement of small group discussion in teaching reading comprehension to the seventh-grade students of SMPN 3 Silo Jember? 2. How does the teacher evaluate of small group discussions in teaching reading comprehension to the seventh-grade students of SMPN 3 Silo Jember?

No	Interview Transcript to Teacher
1.	I: Do students always carry an English dictionary with them? T: "there are only two students, so the other was using an online dictionary"
2.	I: What materials do you use when teaching reading? T: "I used a paper card about telling time for seventh-grade students during small group discussions"
3	I: How do students respond to small group discussions? T: "they were excited in the classroom, but the classroom situation become crowded because students were discussing the materials"
4	I: What media do you use when teaching reading in class T: "I used another English book that helps students increase their reading skills"
5	I: Do you think that the learning materials are effective in the classroom? T: "I think the materials and also small group discussion are effective to attract students' attention in the classroom"
6	I: What strategies do you use in teaching reading? T: "Usually I use a printed text for reading activities in the classroom"
7	I: How do you evaluate small group discussions? T: "based on my observation, the small group discussion is a kind of fun teaching and learning activity for seventh-grade students. Thus, we also should make every lesson plan suitable for students"
8	I: What do you think about the use of small group discussion? T: "The use of small group discussion strategy is increase students reading skills with sharing, asking and giving opinions among them"
9	I: How do you deal with students who find it difficult to listen when you explain the material? T: "I personally came to their sit and invited them to actively participate in the learning process"
10	I: Is preparing to learn English very important for you? T: "for sure, because I want my students able to speak English and they can be confident with their English skills"

No	Interview Transcript of Students
1	I: Do you think the small group discussion method interest you in learning? S: "Yes, I am very interested in learning while discussing"
2	I: Does using small group discussions make students more enthusiastic about learning English, especially in reading? S: "yes because in my opinion English is difficult but with the group discussion learning method it becomes easier"
3	I: Which of the several English learning activities with small group discussions is most interesting to you? S: "I think when discussing with groups, because we exchange ideas so that the tasks given are also completed quickly"
4	I: When the teacher gives text questions, does it make it easier for you to read the text when discussing with the group? S: "based on my opinion, it really helps us to understand a difficult vocabulary because we are discussing with each other" S: "small group discussion makes the reading activity became easier for many students"
5	I: What is one of the benefits of this small group discussion that it can also increase your vocabulary? S: "during the translating process, we also learn unfamiliar vocabulary"
6	I: Do you think the learning activities provided are in accordance with the learning objectives that have been delivered? S: " yes"
7	I: Do you think the learning objectives given are easy to achieve? (Then can it trigger your enthusiasm for learning)? S: "maybe it is easy for some students but, it is difficult for me without group discussion"
8	I: Does your teacher's personality make you enthusiastic about learning? T: "yes It does"
9	I: What method does the teacher use in teaching reading? T: "at that time the teacher used the paper card during a small group discussion for playing games activity with students"
10	I: Does the media used by the teacher interest you? T: "yes interestig because it is very creative"

No	Interview Transcript of Students
1	I: Do you think the small group discussion method interest you in learning? S: " yes. I am very interested in learning. When I am in class, I don't get bored easily"
2	I: Does using small group discussions make students more enthusiastic about learning English, especially in reading? S: "From my point of view, I was already enthusiastic, especially since the teacher made small groups in our class"
3	I: Which of the several English learning activities with small group discussions is most interesting to you? S: "I think when we have to present our discussion task because all students should be ready to speak up in front of the classroom"
4	I: When the teacher gives text questions, does it make it easier for you to read the text when discussing with the group? S: "based on my opinion, it really helps us to understand a difficult vocabulary because we are discussing with each other" S: "small group discussion makes the reading activity became easier for many students"
5	I: What is one of the benefits of this small group discussion that it can also increase your vocabulary? S: "during the translating process, we also learn unfamiliar vocabulary"
6	I: Do you think the learning activities provided are in accordance with the learning objectives that have been delivered? S: "yes."
7	I: Do you think the learning objectives given are easy to achieve? (Then can it trigger your enthusiasm for learning)? S: "I think it's difficult but with this group discussion it becomes easier"
8	I: Does your teacher's personality make you enthusiastic about learning? T: "yes It does"
9	I: What method does the teacher use in teaching reading? T: "at that time the teacher used the paper card during a small group discussion for playing games activity with students"
10	I: Does the media used by the teacher interest you? T: "yes"

No	Interview Transcript of Students
1	I: Do you think the small group discussion method interest you in learning? S: "very interested because we can exchange opinions and things that are difficult for us can be discussed"
2	I: Does using small group discussions make students more enthusiastic about learning English, especially in reading? S: "yes, it seems that students are more enthusiastic about using this small group discussion"
3	I: Which of the several English learning activities with small group discussions is most interesting to you? S: "I think when we have to present our discussion "
4	I: When the teacher gives text questions, does it make it easier for you to read the text when discussing with the group? S: "based on my opinion, it really helps us to understand a difficult vocabulary because we are discussing with each other" S: "small group discussion makes the reading activity became easier for many students"
5	I: What is one of the benefits of this small group discussion that it can also increase your vocabulary? S: "during the translating process, we also learn unfamiliar vocabulary"
6	I: Do you think the learning activities provided are in accordance with the learning objectives that have been delivered? S: "I think it's appropriate"
7	I: Do you think the learning objectives given are easy to achieve? (Then can it trigger your enthusiasm for learning)? S: "maybe it is easy for some students but, it is difficult for me without group discussion"
8	I: Does your teacher's personality make you enthusiastic about learning? T: "yes It does"
9	I: What method does the teacher use in teaching reading? T: "at that time the teacher used the paper card during a small group discussion for playing games activity with students"
10	I: Does the media used by the teacher interest you? T: "yes, the media is very creative"

Nomor : B-4532/In.20/3.a/PP.009/09/2022
Sifat   : Biasa
Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMPN 3 SILO JEMBER
Jln.Ranggi no 2 Garahan Silo Jember

    Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM	:	T20186064
Nama	:	AYUNI TRI FERNANDA
Semester	:	Semester sembilan
Program Studi	:	TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "The implementation of teaching reading comprehension by using a small group discussion at the first year student of Smpn 3 Silo Jember in the academic year" selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Dra. Maisaro, M. Si

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 14 September 2022
an. Dekan,
Wakil Dekan Bidang Akademik,

MASHUDI

SURAT KETERANGAN

Nomor : 421.3/ 111 /310.13/20523902/2022

Yang bertanda tangan di bawah ini :

N a m a	: **Dra. MAISARO, M.Si**
N I P	: 19691105 199601 2 001
Pangkat/Gol.Ruang	: Pembina Tk 1, IV/b
Jabatan	: Kepala Sekolah
Unit Kerja	: UPTD Satuan Pendidikan SMP Negeri 3 Silo

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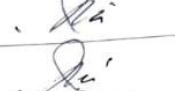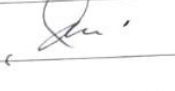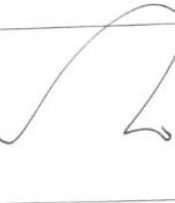
Nama	: AYUNI TRI FERNANDA
NIM	: T20186064
Tempat Tanggal/ Lahir	: Jember, 7 Mei 2000
Fakultas/ Prodi	: Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Telah melakukan penelitian di SMP Negeri 3 Silo Kabupaten Jember, pada tanggal 21 September sampai dengan 26 Oktober 2022 dengan judul " The Implementation of Teaching Reading Comprehension By Using a Small Group Discussion at The First Year students of SMPN 3 Silo Jember in The Academic Year"

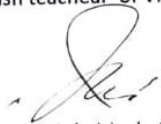Demikian surat Keterangan ini di buat dan untuk digunakan sebagaimana mestinya

Jember, 27 Oktober 2022
Kepala Sekolah

Dra. MAISARO, M.Si
NIP. 196911051996012001

JOURNAL OF RESEARCH

NO	Day,Date	Activity	Note/Informan	TTD
1.	Monday,12th of september 2022	Pre-Observation	Asking aout the general description about **the** research object	
2.	Saturday, 16th of september 2022	Giving permission letter for observing	Received by the headmaster	
3.	Wednesday, 21th of september 2022	Observation	Observing the activities in small group discussion methods	
4.	Thursday, 22th of september 2022	Observation	Observing reading activity	
5.	Monday,29th of september 2022	Interview tutor	Hj. Siti Juhairiyah, Spd.	
6.	Wednesday,5th of october 2022	Observation	Observing english class	
7.	Thusday,13th of october 2022	Observation	Observing reading activity in small group discusion methods	
8.	Monday, 17th of october 2022	Observation, interviewing member	Observing english class , Nadia izza nur ahmad	
9.	Wednesday ,19th of october 2022	Observaion, interviewing member	Observing Memorizing vocabulary	
10.	Thursday,20th of october 2022	Observation	Observing reading in small group discussion	
11.	Monday, 24th of october 2022	Interviewing member	Ridho tri firansyah	
12.	Thusday, 27nd of october 2022	Receiving a decleration of finishing observation letter from SMPN 3 Silo Jember	Given by the leader of headmaster	

Additiopnal information:while interviewing and observing all the activity of small group discussion, the research observed the daily reading skill.

Jember, 27nd of october 2022

English teachear of VII grade

Hj. Siti. Juhairiyah, Spd.

NIP. 196911201996022001

LESSON PLAN

School	: SMP NEGERI 3 SILO JEMBER
Subject	: BAHASA

INGGRIS

Class	: VII
Topic	: Telling time
Aspek/Skill	: Reading
Allocated time	: (2 x 40 Minutes)

1. Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotongroyong), santun, percayadiri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan

keberadaannya.

KI 3 : Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual,prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan

masalah.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

2. Kompetensi Dasar dan Indikator

No.	Kompetensi Dasar		Indikator Pencapaian Kompetensi
1,	3.3	Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama waktu dalam hari, waktu dalam bentuk angka sesuai dengan konteks (perhatikan kosa kata terkait angka kardinal dan ordinal dalam membaca)	3.3.1 *Mengklarifikasikan (C2)* caramenyatakanj waktu (jam) dalam bahasa Inggris. 3.3.2. *Membandingkan (C4)* fungsi sosial, struktur teks dan unsur kebahasaan terkait waktu.
2.	4.3	Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama waktu dalam hari,waktu dalam bentuk angka struktur teks dan unsur kebahasaan yang benar dan sesuai konteks dengan bentuk kelompok yang terdiri dari 4-6 orang.	4.3.1 *Menulis (C6)* teks interaksi transaksional sangat pendek mengenai waktu dalam bahasa inggris. 4.3.2 *Menyebutkan (C1)* waktu dalam bahasa Inggris dengan format membaca atau pengucapan yang jelas melalui teks interaksi transaksional lisan dan tulis sangat pendek mengenai waktu dalam bentuk angka. 4.3.3 *Membuat (C6)* waktu dalam bentuk jam analog dengan benar dan tepat sesuai dengan keterangan yang ada.

3. **Tujuan Pembelajaran**
   1. Setelah guru dan peserta didik berdiskusi tentang gambar yang menunjukan waktu peserta didik dapat *mengklarifikasikan (C2)* cara menyatakan waktu (jam) dalam bahasa inggris yang benar
   2. Peserta didik dapat *membandingkan (C4)* fungsi sosial, struktur teks dan unsur kebahasaan terkait waktu
   3. Siswa berdiskusi dengan kelompok masing-masing yang telah guru bentuk.
   4. Siswa mengerjakan tugas yang telah guru berikan dam berdiskusi dengan kellompoknya masing-masing.
   5. Aktif mengajukan diri untuk praktik di dwpan kelas.
   6. Menyatakan nama waktu dalam angka dalam bahasa inggris.
   7. Peserta didik mampu *menulis(C6)* dan *membuat (C6)* bentuk format waktu dalam bentukangka ke dalam tulisan verbal bahasa Inggris.

4. **Materi Pembelajaran**
   1. **Materi Pembelajaran Reguler**
      Teks interaksi transaksional lisan dan tulisan yang melibatkan tindakan memberi dan meminta informasi terkait nama waktu dalambentuk angka.

      - **Fungsi sosial**
        Menyebutkan/menanyakan waktu dari keadaan/ peristiwa/ kegiatan
      - **Struktur teks**
        Menanyakan/menyebutkan waktu: *"What time is it?"* , *"It is nine o'clock."* , *"What time do you usually wake up?"* ' *"at 5 a.m."* , dan sebagainya.
      - **Unsur kebahasaan**
        - Pernyataan dan pertanyaan terkait waktu dalam bentuk angka.
        - Angka Kardinal, antara lain *One, Two, Three,* dan sebagainya.
        - Membuat tulisan tentang waktu (lisan): at one, at two fifteen, at ten to seven, at aquarter past eight.
        - Waktu (tulis): 01:00; 02:15; 06:50; 08:15
        - Preposisi untuk *at* (jam, *at noon, at night*)
        - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan

tangen

2. **Materi Pembelajaran Pengayaan**

Teks interaksi transaksional lisan dan tulisan yang melibatkan tindakan memberi dan meminta informasi terkait nama waktu dalam bentuk angka,dengan fungsi sosial, struktur teks, dan unsur kebahasaan.

5. **Media dan Bahan**

➤ Media   : lembar kerja (siswa) dan Lembarpenilaian, Kamus Bahasa Inggris – Indonesia

➤ Alat/Bahan   : Hp, Laptop, Kertas, spidol atau pen

➤ -KEGIATAN PEMBELAJARAN

KEGIATAN/ SINTAKS	DESKRIPSI KEGIATAN	PPK	WAKTU
PENDAHULUAN	a. Guru melakukan pembukaan dengan salam pembuka dan peserta didik menjawab salam setelah itu Guru beserta peserta didik berdoa untuk memulai pembelajaran b. Guru Memeriksa kehadiran, kerapian dan kelengkapan bahan belajar peserta didik sebagai sikap disiplin c. Guru Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. d. Peserta didik bertanya jawab dengan guru berkaitan dengan materi sebelumnya dengan mengajukan pertanyaan seperti: Do you still remember what we have learn last week? What we	Religius Nasionalis	5 menit

	have talked about?		
	e. Peserta didik dan guru mendiskusikan kompetensi yang sudah dipelajari dan dikembangkan sebelumnya dan mengaitkan dengan kompetensi yang akan dipelajari dan dikembangkan.		
	f. Peserta didik dan guru menyimak cerita salah seorang peserta didik tentang pengalamannya menerapkan materi pelajaran sebelumnya dalam kehidupan sehari hari sebagai bekal pelajaran berikutnya.		
	g. Peserta didik memperhatikan penjelasan guru tentang kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari-hari.		
	h. Peserta didik memperhatikan penjelasan guru tentang tujuan dan garis besar cakupan materi dan kegiatan yang akan dilakukan.		
	i. Peserta didik memperhatikan penjelasan guru tentang lingkup dan teknik penilaian yang akan digunakan.		
	j. Guru membentuk kelompok 4-6 siswa		

TAHAP – 2 Mengorganisasi peserta didik	**Collaboration** Peserta didik berbagi peran/tugas dalam kelompoknya untuk menyelesaikan masalah melalui arahan guru	Gotong royong	5 menit
Tahap – 3 Membimbing peyelidikan	**Critical Thinking and Problem Solving** Guru mendorong peserta didik untuk mengumpulkan data dan informasi dari berbagai referensi atau sumber, untuk mendapatkan penjelasan dan pemecahan masalah.	Kemandirian , Integritas	20 menit
Tahap – 4 Mengembangkan dan menyajikan hasil karya	**Collaboration** a. Masing-masing kelompok berdiskusi untuk menghasilkan solusi pemecahan masalah. b. Guru membantu peserta didik dalam merencanakan, menyiapkan, dan menyajikan laporan hasil solusi pemecahan masalah.	Gotong royong	10 menit
Tahap – 5 Menganalisis & mengevaluasi proses pemecahan masalah	**Communication** a) Guru meminta perwakilan siswa dari kelompok masing-masing untuk melakukan presentasi untuk menyajikan hasil laporan yang telah mereka buat kepada teman-temannya. b) Melakukan refleksi terhadap		15 menit

		hasil pemecahan masalah yang telah dilakukan.		
	c)	Membimbing peserta didik membuat kesimpulan kegiatan pembelajaran		
PENUTUP	a.	Guru memberikan penghargaan dalam berbagai bentuk untuk kelompok belajaryang paling baik	Religius	5 menit
	b.	Sebelum pelajaran ditutup guru meminta peserta didik melakukan refleksi kesimpulan kegiatan hari ini. Kegiatan refleksi berikut ini: ➢ Apa yang telah kamu pelajari hariini? ➢ Apa yang paling kalian sukai ➢ Apa yang belum kalian pahami pada pembelajaran hari ini?(Mengkomunikasikan)		
	c.	Peserta didik melakukan analisis kelebihandan kekurangan kegiatan pembelajaran (Critical Thinking and Communication-4C)		
	d.	Guru memberikan umpan balik terhadapproses dan		

	hasil pembelajaran.		
	e. Guru melakukan penilaian (Pengambilandata dari LK-LK yang sudah dikerjakan.)		
	f. Guru merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling, dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik.		
	g. Guru menyampaikan rencana pembelajaranpada pertemuan berikutnya.		
	h. Peserta didik dan guru berdoa dan mengucapkan salam		
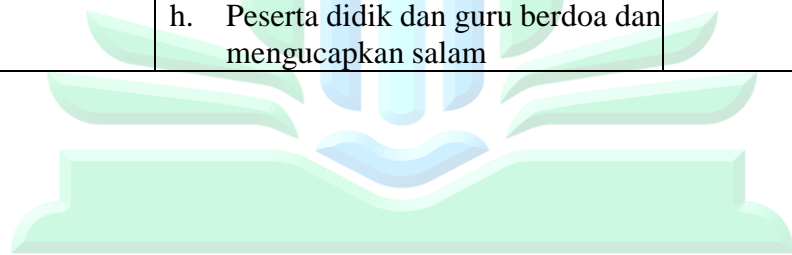
6. Penilaian, Pembelajaran Remedial dan Pengayaan

Teknik Penilaian Penilaian Sikap Sosial

No	Aspek yang Dinilai	Kriteria	Skor
1.	Santun (*respect*)	Sangat sering menunjukkan sikap santun.	5
		Sering menunjukkan sikap santun.	4
		Beberapa kali menunjukkan sikap santun.	3
		Pernah menunjukkan sikap santun.	2
		Tidak pernah menunjukkan sikap santun.	1
2.	Peduli (*care*)	Sangat sering menunjukkan sikap peduli.	5
		Sering menunjukkan sikap peduli.	4
		Beberapa kali menunjukkan sikap peduli.	3
		Pernah menunjukkan sikap peduli.	2
		Tidak pernah menunjukkan sikap peduli.	1
3.	Kerja sama (*team work*)	Sangat sering menunjukkan sikap kerja sama.	5
		Sering menunjukkan sikap kerja sama.	4
		Beberapa kali menunjukkan sikap kerja sama.	3
		Pernah menunjukkan sikap kerja sama.	2
		Tidak pernah menunjukkan sikap kerja sama.	1

Keterangan:
- Setiap aspek menggunakan skala 1 s.d. 5
- Rumus perhitungan nilai siswa sebagai berikut:
- **Jumlah skor yang diperoleh siswa × 100 Skor maksimal**
- Skor maksimal adalah total skor setiap kriteria

2. Rubrik Penilaian dan Pedoman Penskoran
a. Rubrik Penilaan Pengetahuan

Aspek	Kriteria	Skor	Jumlah Soal	Skor Perolehan
Isi	Sangat Sesuai	3		
	Sesuai	2		
	Kurang sesuai	1		
Struktur teks	Benar dan tepat	3		
	Benar tapi kurang tepat	2		
	Kurang Tepat	1		
Unsur	Sangat tepat	3		

Kebahasaan	Tepat	2		
	Kurang tepat	1		
Total Skor				

Keterangan:

Nilai akhir = **Nilai Perolehan : Total Skor**

b. Rubrik Penilaian Keterampilan (Praktik (Tes Lisan)/Kinerja/Proyek)

Kriteria	Deskripsi	Rentang Skor	Skor Perolehan
Menanyakan dan Menyatakan Kemampuan secara Lisan	Jika Respon benar, intonasi benar dan Pengucapan benar dan lancar.	81-100	
	Jika Respon benar, intonasi benar dan Pengucapan kurang lancar.	61-80	
	Jika Respon benar, intonasi kurang tepat dan Pengucapan tidak lancar.	41-60	
	Jika Respon benar, intonasi kurang benar dan Pengucapan tidak benar dan tidak lancar.	21-40	
	Jika Respon kurang benar, intonasi kurang benar dan Pengucapan tidak benar dan tidak lancar.	0-20	

3. **Pembelajaran Remedial dan Pengayaan**

   ✓ Pembelajaran Remedial

   Siswa yang belum mencapai KKM diberi kegiatan remedial dengan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi mengenai waktu.

   ✓ Pembelajaran Pengayaan

   Siswa yang memperoleh nilai di atas KKM diberi pengayaan dengan membuat jadwal sehari-hari dirumah.

Lampiran 1

WHAT TIME IS IT?

Cardinal Number

1 = One	11 = Eleven	21 = Twenty One
2 = Two	12 = Twelve	22 = Twenty Two
3 = Three	13 = Thirteen	23 = Twenty Three
4 = Four	14 = Fourteen	24 = Twenty Four
5 = Five	15 = Fifteen	25 = Twenty Five
6 = Six	16 = Sixteen	26 = Twenty Six
7 = Seven	17 = Seventeen	27 = Twenty Seven
8 = Eight	18 = Eighteen	28 = Twenty Eight
9 = Nine	19 = Nineteen	29 = Twenty Nine
10 = Ten	20 = Twenty	30 = Thirty

Vocabulary
We usually use **o'clock** to show the hour of time.
Example :

02.00 = It is **two o'clock**.   **07.00 =** It is **<u>seven o'clock</u>**.
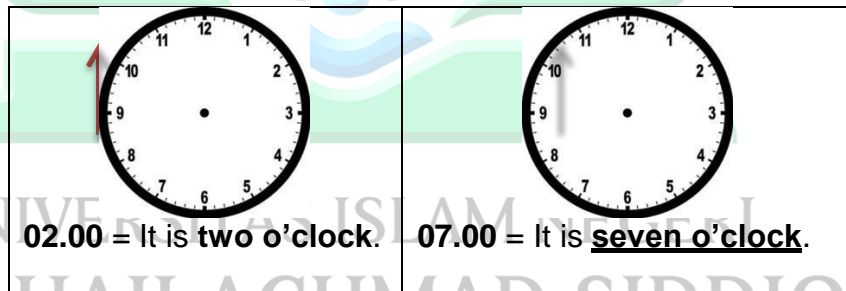
To show the minutes, we usually use the words '***to***' and '***past***'.

✛ Using *Past*
1. To talk about **15 minutes after**, we use: **a quarter + past +** *the hour*

Example :

a. = It is a quarter *past* **ten**.	**07.15** = It is a quarter *past* **seven**.
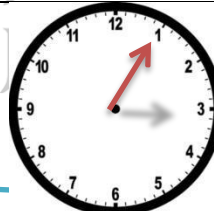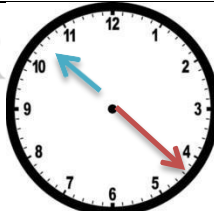
2. To talk about **30 minutes after**, we use : **half + past +** *the hour*
Example:

08.30 = It is half *past* eight.	**12.30** = It is half *past* Twelve.

3. To talk about **minutes after a certain hour**, we use: *the minutes + past + the hour*
Example :

03.05 = It is **five minutes** *past* three.	**10.22** = It is twenty two minutes *past* ten.

Using **To**

1. To talk about 15 minutes before, we use: **a quarter** *+ to +* *(hour+1)*
   Example:

03.45 = It is a quarter *to* four.	**11.45** = It is a quarter *to* twelve .

2. To talk about 30 minutes before we use: **half** *+ to +* *(hour+1)*
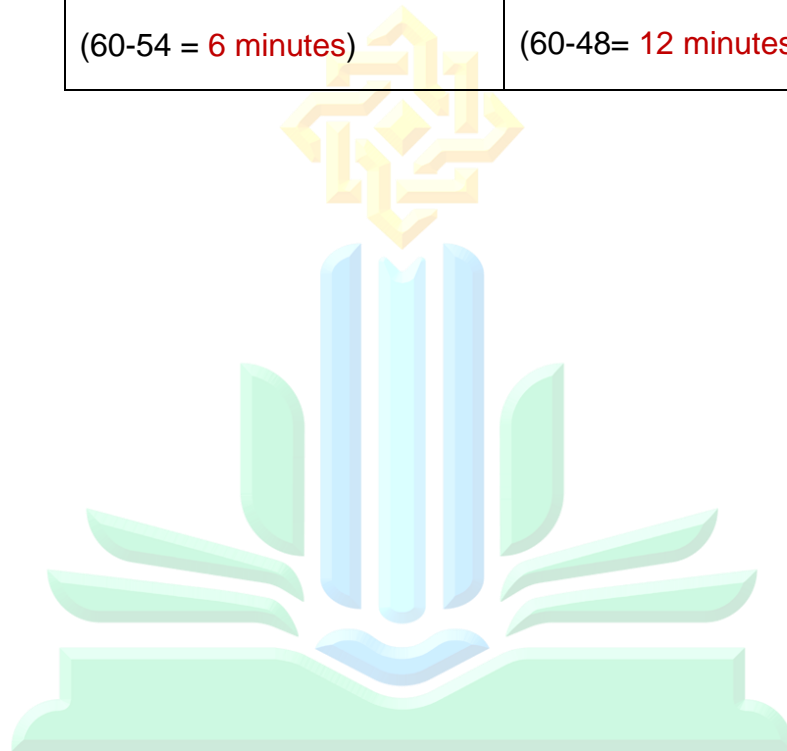   **Example:**

01.30 = It is half *to* two.	**09.30** = It is half *to* ten.

3. To talk about **minutes before a certain hour**, we use: *the minutes + to +* *(hour + 1)*
   Example:

05.54 = It is six minutes *to* six.	**12.48** = It is twelve minutes *to* one.
(60-54 = 6 minutes)	(60-48= 12 minutes)

DOCUMENTATION

(The interview session with participants after implementing small group discussion)

(The classroom situation during the small group discussion in the classroom)

(The researcher observed students' participation in learning reading comprehension through small group discussion)

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