

**EFL TEACHERS' EXPERIENCES OF USING SMALL GROUP  
DISCUSSION METHOD IN READING COMPREHENSION  
IN A SENIOR HIGH SCHOOL**

**A THESIS**

Submitted in Partial Fulfillment of the Requirements for the Degree  
of *Sarjana Pendidikan* in English Education



**By:**

**DEWI LARASATI**  
**SN. 2518036**

**ENGLISH EDUCATION STUDY PROGRAM  
FACULTY OF EDUCATION AND TEACHER TRAINING  
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K. H. ABDURRAHMAN WAHID PEKALONGAN  
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2023**

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Dengan ini menyatakan bahwa skripsi yang berjudul **“EFL TEACHERS’ EXPERIENCES OF USING SMALL GROUP DISCUSSION METHOD IN READING COMPREHENSION IN A SENIOR HIGH SCHOOL”** adalah benar-benar hasil karya penulis, kecuali dalam bentuk kutipan yang telah penulis sebutkan sumbernya.

Demikian pernyataan ini saya buat dengan sebenar-benarnya.

Pekalongan, 27 Juni 2023

Yang Menyatakan



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*Assalamu 'alaikum Wr.Wb.*

Setelah diadakan penelitian dan perbaikan, maka bersama ini saya kirimkan naskah Skripsi:

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Judul : EFL Teachers' Experiences Of Using Small Group Discussion Method In Reading Comprehension In A Senior High School

Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu'alaikum Wr.Wb.

Pekalongan, 7 Juni 2023  
Pembimbing



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## ACKNOWLEDGEMENT

Praise be to Allah, the Cherisher and Sustainer of the worlds, my thesis becomes reality and gets many kinds of support from many individuals. Therefore, I would like to extend my sincere gratitude to all of them.

1. First and foremost my beloved family. Through this writing, I would like to express my gratitude to my parents Mr. Sudirman and Mrs. Istikharoh. With your prayer, support, and unconditional love I can finish this thesis. To my most handsome big brother Candra Bayu Ismanto who always loves me and my prettiest older sister-in-law Jeni Dian Dwi Tantia who always supports me, I am always grateful to have you.
2. Second, I would like to say my gratitude to my supervisor, Mrs. Hafidzah Ghani Hayudina, M.Pd. Thank you for supervising my thesis and letting me experience this incredible journey in our department.
3. Third, I would like to say my gratitude to my fellow English Education Department 18 students.
4. Last but not least, I would like to extend my gratitude to every single person who contributed to my thesis. I apologize for not mentioning them one by one, but I am very grateful for your help and support.

## MOTTO

*“Think today and speak tomorrow”*

*(Vietnamese Proverb)*

*“A stumble may prevent a fall”*

*(Thomas Fuller)*



## ABSTRAK

Pemahaman membaca dalam belajar bahasa Inggris adalah bagian terpenting bagi siswa bahasa Inggris. Dalam menerapkan pemahaman membaca siswa SMA, guru telah menggunakan metode diskusi kelompok kecil. Metode ini diterapkan untuk memudahkan guru dan siswa dalam pembelajaran pemahaman membaca di kelas. Penelitian ini bertujuan untuk mengetahui pengalaman guru menggunakan metode diskusi kelompok kecil dalam pemahaman membaca siswa bahasa Inggris. Penelitian ini bersifat kualitatif dengan menggunakan metode *narrative inquiry*. Pengumpulan data dilakukan dengan wawancara semi-struktur dengan melibatkan dua orang guru sebagai partisipan. Kontribusi dari penelitian ini adalah untuk memberikan metode pembelajaran bagi siswa sekolah menengah atas. Hasil penelitian ini menunjukkan pengalaman guru dalam menggunakan metode diskusi kelompok kecil dan masalah yang dihadapi dalam menggunakan metode tersebut serta bagaimana mengatasi masalah dalam menggunakan metode diskusi kelompok kecil dalam pemahaman membaca siswa bahasa Inggris.

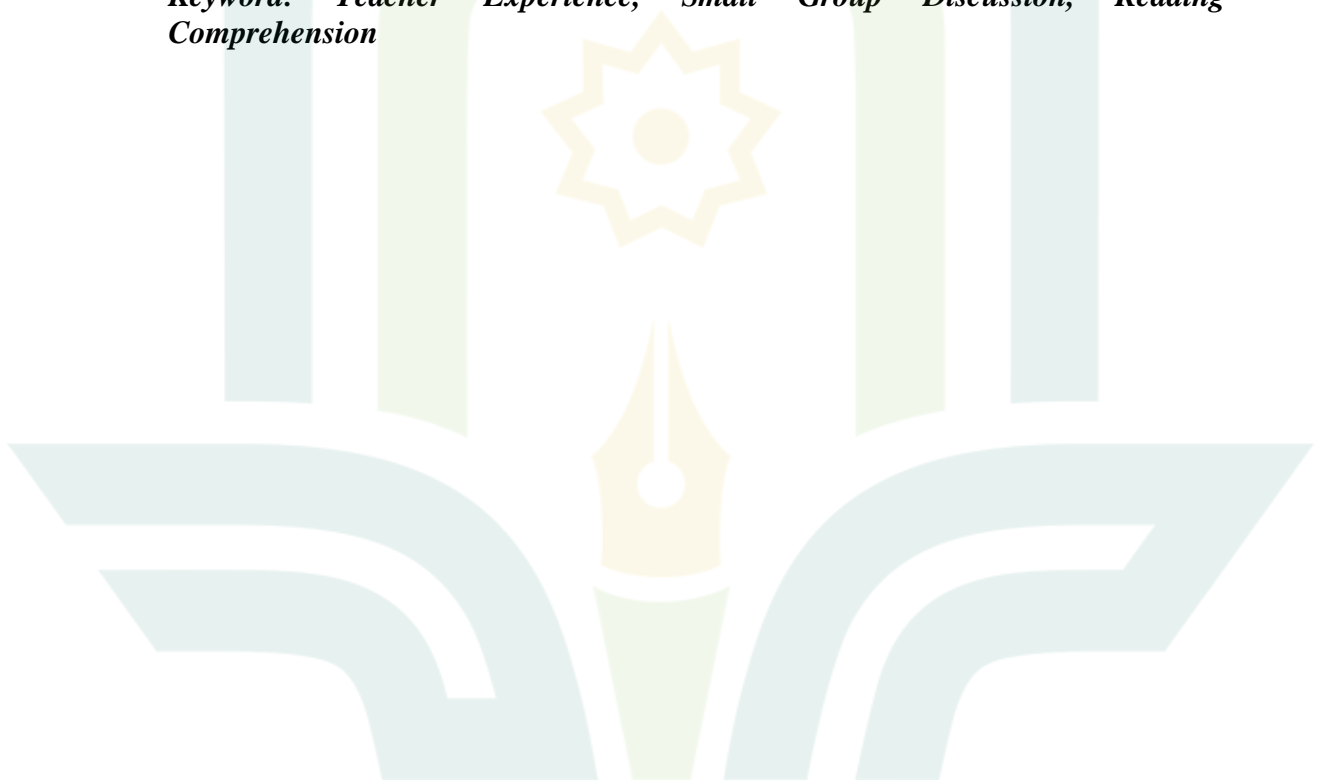
***Kata Kunci: pengalaman guru, diskusi kelompok kecil, pemahaman membaca***



## **ABSTRACT**

*Reading comprehension in learning English is the most important part for English students. In applying high school students' reading comprehension, the teacher has used the small group discussion method. This method is applied to facilitate teachers and students in teaching reading comprehension in class. This study aims to determine the experience of teachers using the small group discussion method in English students' reading comprehension. This research is qualitative by using the narrative inquiry method. Data were collected using semi-structured interviews involving two teachers as participants. The contribution of this research is to provide a learning method for senior high school students. The findings of this study showed the teacher's experience in using the small group discussion method and the problems faced in using this method, as well as how to overcome problems in using the small group discussion method in English students' reading comprehension.*

**Keyword: Teacher Experience, Small Group Discussion, Reading Comprehension**



## PREFACE

All praise be to Allah SWT for bestowing health, knowledge, and patience in guiding me so that I can finish this thesis with His permission. Therefore, the writing process of my thesis entitled "EFL Teachers' Experiences Of Using Small Group Discussion Method In Reading Comprehension In A Senior High School" can be completed. This research can be completed well because of the support from loved ones. Therefore, on this occasion, I would like to express my sincere gratitude to:

1. Dr. H. Zaenal Mustakim, M.Ag, the Rector of UIN K.H. Abdurrahman Wahid Pekalongan.
2. Dr. H. M. Sugeng Sholehuddin, M.Ag, the Dean of Educational and Teachers Training Faculty of UIN K. H. Abdurrahman Wahid Pekalongan.
3. Mr. Ahmad Burhanuddin, M.A, the head of English Education Department of UIN K. H. Abdurrahman Wahid Pekalongan.
4. Mrs. Hafidzah Ghani Hayudina, M.Pd, as my supervisor who has patiently guided me in completing my thesis.
5. Thank you so much to my beloved parents and my dearest older brother who always love, guide, and support me with their best prayers.
6. To my friends, thank you for participating in this research process and being willing to be resource persons, and always providing support.

Pekalongan, 7 Juni 2023

Dewi Larasati

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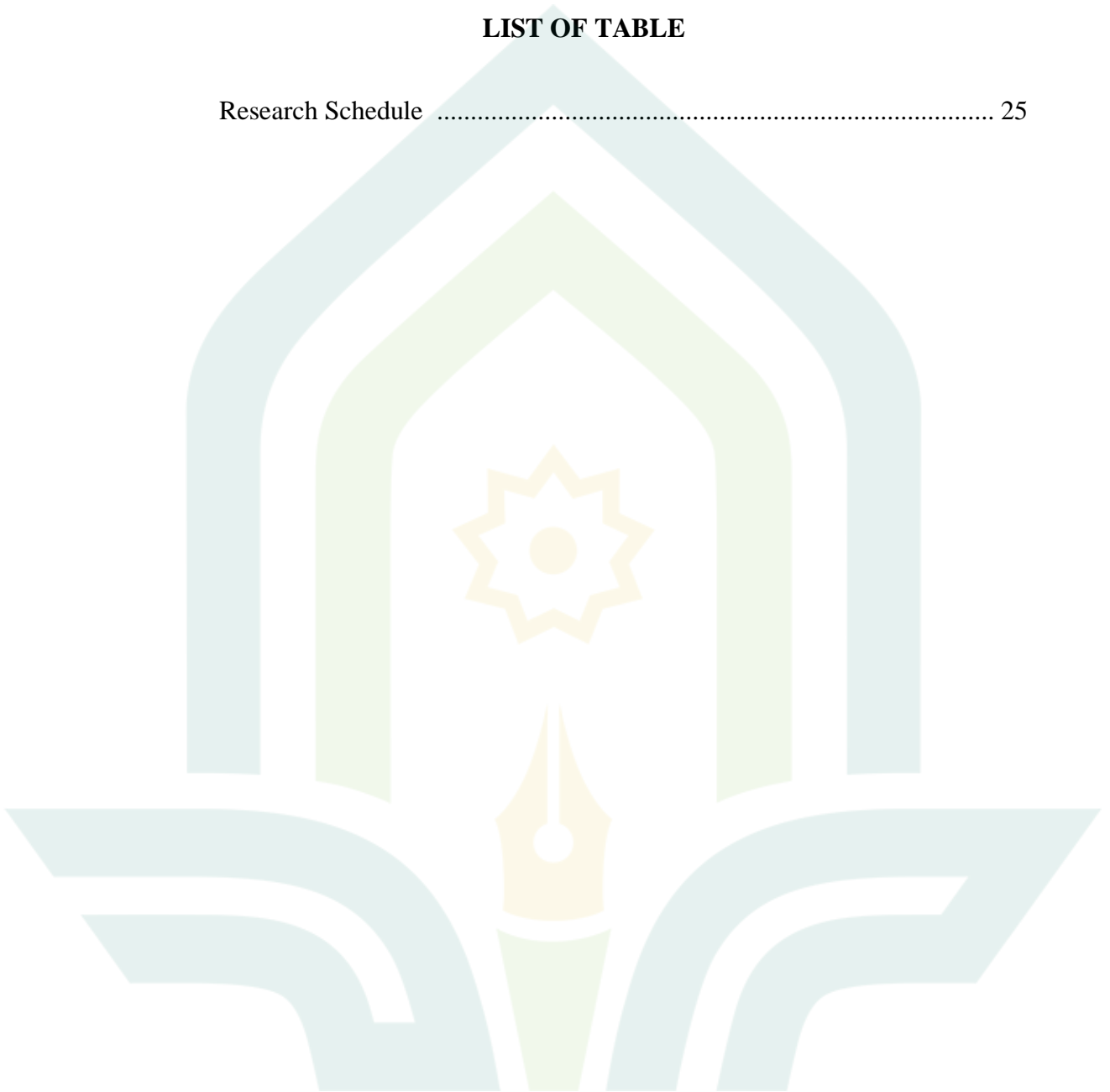
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# CHAPTER I

## INTRODUCTION

### 1.1 Background of Study

Reading provides us with a wealth of important information that we may apply now and future. Welcoming globalization, reading was a crucial necessity for Indonesian students' success. By reading, people may get a lot of information (Nurdianingsih, 2021). To gain information by reading from diverse sources, we must be able to comprehend the contents of the reading. Therefore, reading comprehension is a necessity for a person or student to deliver information appropriately. Reading involves the process of building and sharing meaning through the use of language verbally and students will know how to express language communicatively to students (Kasturi, 2020).

Reading comprehension is the most basic thing in reading activities. According to Lathifa (2021), reading comprehension is the way to get information from text. A student must be able to read and understand the meaning of reading because if students can not understand reading content, it will be difficult to work on the problem or convey the meaning of reading content to their friends. Students who are effective comprehenders employ reading skills to learn new concepts, engage in what they are reading, critically analyze what they read, and use what they have learned to address practical and intellectual challenges (Snow, 2002). One of the methods to facilitate students in the learning process of reading comprehension is the implementation of the small group discussion method. This small group

discussion method can be used by teachers in teaching students reading comprehension in class.

Group discussion can solve reading issues such as vocabulary, prior knowledge, sentences, phrases, and references. According to Panjaitan (2021), In a group, students understand the text better, are more confident, and actively talk in providing their opinion about an issue, working together to solve and receive good answers to questions based on the text. However, students are placed in a situation where they must reconcile their differing opinions with those of other students to comprehend the material using this technique. Furthermore, by requiring students to share and discuss their thoughts and problems with other group members, sometimes some students prefer individual work. Therefore, these small group discussions will assist students to understand difficult words, sentences, content, themes, and phrases, and finding references. As stated by Adi (2021), by using the small group discussion method, students are supposed to be more motivated in improving their reading abilities and comprehension of information from a text, particularly narrative literature.

According to Ningsi (2021), the small group discussion offers students the opportunity to give and receive suggestions in practicing the meaning of a passage. In addition, this method can train students to be more confident in speaking English in front of their friends, because in every class there must be one student who is shy and passive in terms of class activity, so this small group discussion provides an opportunity for each student to express their



opinion. In this activity to combine their ideas in the same group, each student must have a variety of different ideas. Afterward, each student in a group has the opportunity to share and exchange ideas, opinions, or suggestions with other groups. That way the class atmosphere becomes lively and fun because each group of four members has a different level of reading comprehension. As stated by Adi (2021), the small group discussion method can create an enjoyable atmosphere for teaching and learning.

The English teacher at Pekalongan's senior high school used this small group discussion method. The teacher who will participate in this study has shared some of his experience with the researcher and stated that he had used the small group discussion method with his students in teaching reading comprehension. As stated by Ningsih (2021), a small group discussion involves two or more students conversing face-to-face, either with or without a designated leader, to allow for mutual impact. Before starting the learning process, the researcher divides the students into eight groups. Each group consists of four members. One member represents high achievers, two represent average achievers, and one represents low achievers. According to Adi (2021), Small Group Discussion is a learning procedure that involves three to five students in a group with the goal of discussing each group member's facts or knowledge.

However, in carrying out the small group discussion method, you find various kinds of advantages and disadvantages. There are advantages, the teacher can train students to have the courage to express opinions and accept

or respect the views of other students, as stated by Brookfield (1990) through Rahmat (2017) in expressing views in small group discussion rooms, showing students that their opinions and experiences are valued. However, this method has a weakness, namely, in applying the small group discussion method, commotion usually occurs so that the class is not conducive and the teacher also needs a special strategy so that the material can be conveyed using the small group discussion method. This is reinforced by the opinion of Brookfield (1990) through Rahmat (2017) which states that different seating arrangements and instructional methods are required for this strategy.

It can be concluded that using the small group discussion method in English classes can aid students' comprehension of reading English. This method can improve the effectiveness and efficiency of the educational environment. Small group discussion, as supported by Kindsvatter as described by Argawati (2014), divides a broad classroom into small groups of learners to achieve specific goals and create a student-centered environment. In the instructional approach, a small group of learners build social and leadership skills and participate in active learning.

In this case, the researcher will further examine how the learning process takes place by applying the small group discussion method in a class. The teacher and researcher can also how actively students participate in expressing their opinions and find out how far students' reading comprehension of English lessons is and know the advantages and drawbacks

of using the small group discussion method in teaching reading comprehension for senior high school.

### **1.2 Formulation of the Problem**

This study provides two research question:

1. What are EFL teachers' experiences in using the small group discussion method on English students' reading comprehension?
2. What are the problems faced by teachers and the way to overcome these problems?

### **1.3 Operational Definitions**

To avoid misunderstanding the terminologies used in this study, the researcher provides the following definitions:

1. Teachers' experiences are a teacher's skill obtained from previous training, has creative ideas, can complete classroom learning well, and will continue to develop his teaching skills to be better. Dewey (1933), demonstrated that all truly educative experiences cover an identical undergoing, or reconstruction, of previous learning, and he stressed the need for reflection in building meaning from experience in a way that supports continuous learning.
2. Reading comprehension is reading a text to comprehend its contents and message. Students can understand the content of a text if they have the habit of reading in their daily lives. Reading comprehension can be described as the process of gaining and building meaning while interacting with written language (Snow, 2002).

3. Small group discussion is the formation of a group to exchange ideas or opinions and cherish each other. According to Beebe (2015), Small group refers to communication between a small group of individuals who share a similar objective, experience a sense of belonging to the group, and influence one another.

#### **1.4 Aims of the Study**

This study aims are:

1. To explore about EFL teachers' experiences in using the small group discussion method on senior high school English students' reading comprehension.
2. To investigate the problems faced and the way to overcome the problems from the teaching method used by the English teacher.

#### **1.5 Significance of the Study**

The significance of the study was explained as follows:

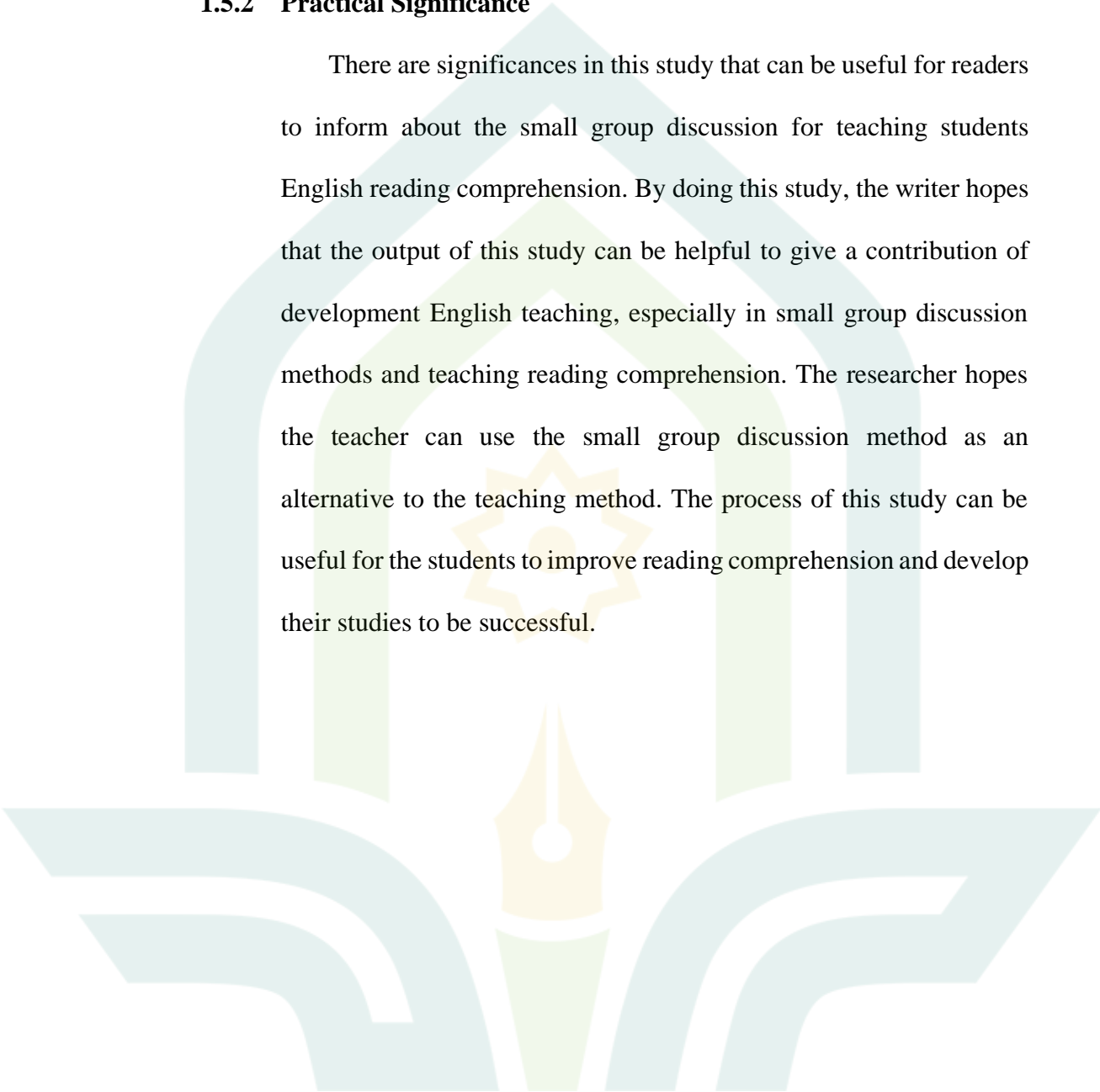
##### **1.5.1 Empirical Significance**

Given the importance of this research being reviewed from some aspects, they are using this study is expected to contribute knowledge, especially about the use of the small group discussion method in learning to read. This study will provide expert opinions, expected to be used as a reference for other studies in researching the English teaching-learning process and supporting theories on how to educate students' English reading comprehension through small group discussion. This study will give empirical evidence and demonstrate

the small group discussion approach for teaching reading comprehension.

### **1.5.2 Practical Significance**

There are significances in this study that can be useful for readers to inform about the small group discussion for teaching students English reading comprehension. By doing this study, the writer hopes that the output of this study can be helpful to give a contribution of development English teaching, especially in small group discussion methods and teaching reading comprehension. The researcher hopes the teacher can use the small group discussion method as an alternative to the teaching method. The process of this study can be useful for the students to improve reading comprehension and develop their studies to be successful.



## CHAPTER V

### CONCLUSION

#### 5.1 Summary of the Findings

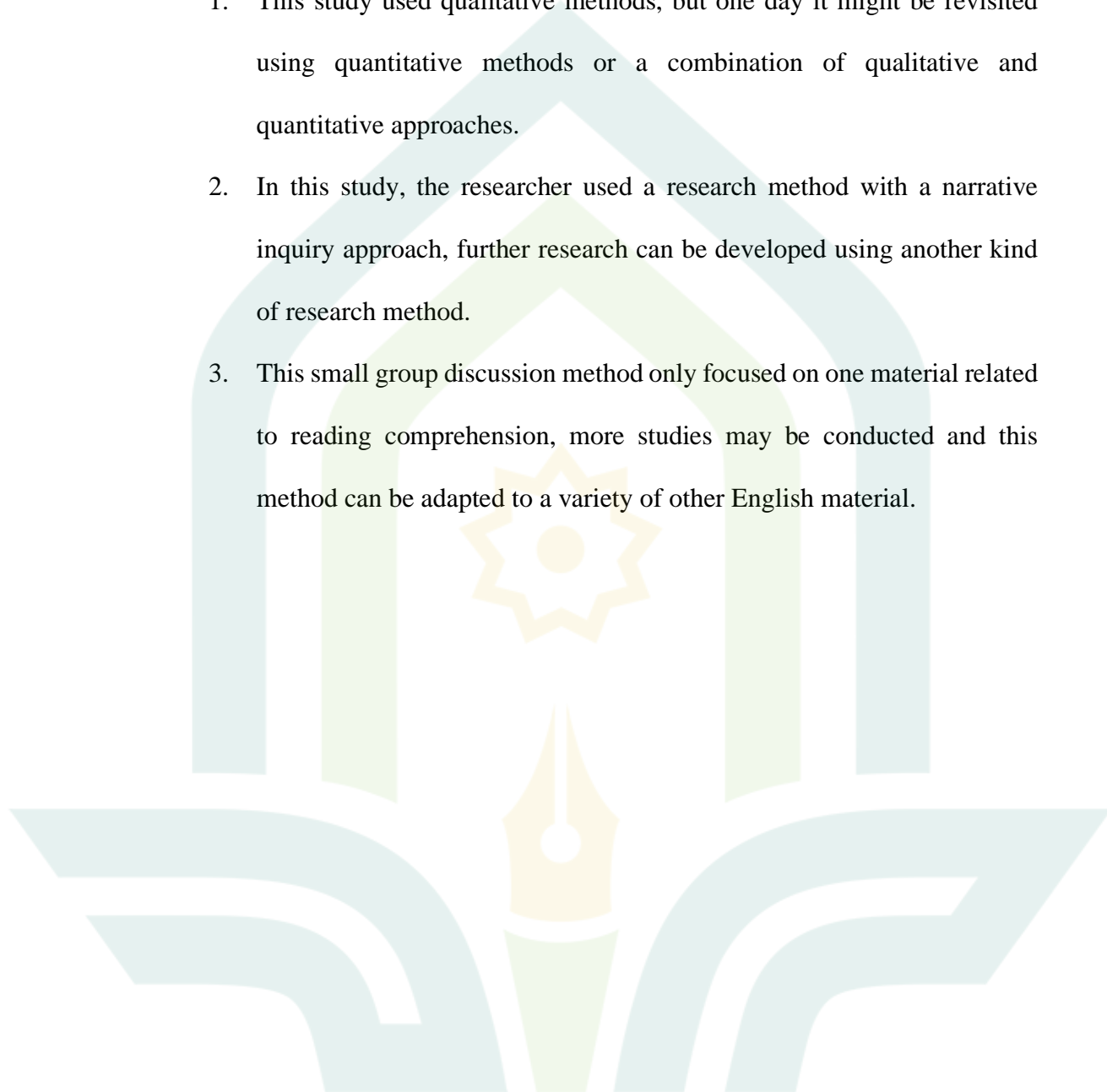
This research is about the teacher's experience in using the Small Group Discussion Method in Reading Comprehension in SMA and the problems faced by the teacher and how to overcome these problems. The results of research that have shown the teacher's experience in using the small group discussion method in students' reading comprehension that are divided into two, including the small group discussions method in reading comprehension encourages students' activity in a class and students are getting new vocabulary. First, students are more active in collaborating with their group mates and then shared thoughts and opinions with other groups. Secondly, students have acquired new vocabulary through this small group discussion activity by listening to their friends who are making presentations in English.

In addition, this research has shown that teachers face problems from students during the learning process, such as students' lack of confidence during discussions due to embarrassment in expressing their opinions. Therefore, teachers have found a solution to this problem by motivating students and encouraging them to talk about their opinions. Then the teacher has also learned to get to know the characteristic of their students in teaching.

## 5.2 Recommendation

The researcher provided some recommendations as follows:

1. This study used qualitative methods, but one day it might be revisited using quantitative methods or a combination of qualitative and quantitative approaches.
2. In this study, the researcher used a research method with a narrative inquiry approach, further research can be developed using another kind of research method.
3. This small group discussion method only focused on one material related to reading comprehension, more studies may be conducted and this method can be adapted to a variety of other English material.



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