

**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  
UNIVERSITAS ISLAM NEGERI  
K. H. ABDURRAHMAN WAHID PEKALONGAN  
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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.

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*Assalamu 'alaikum Wr.Wb.*

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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.

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## 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:

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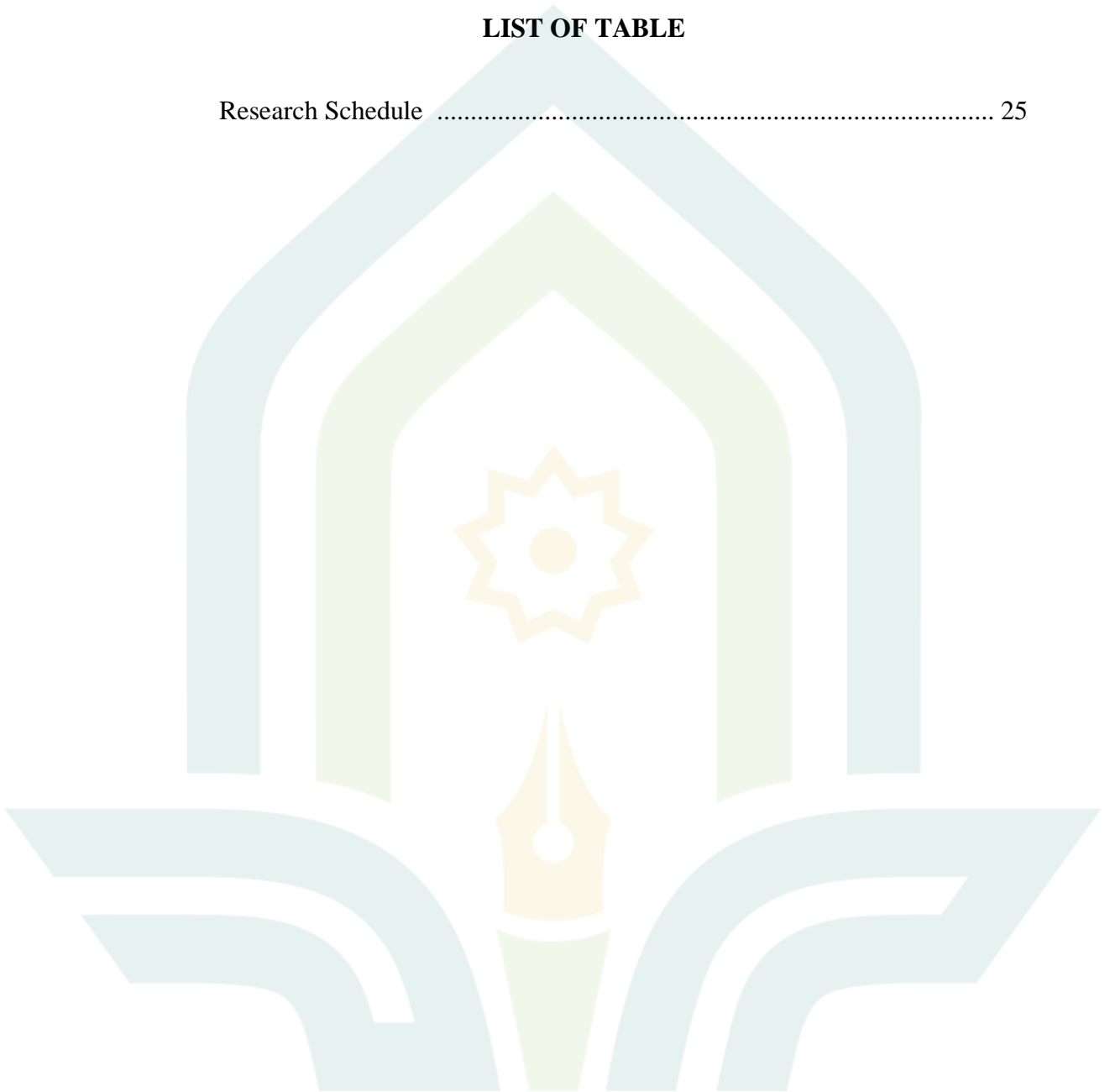
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# CHAPTER I

## 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 II**

### **THEORETICAL BACKGROUND**

#### **2.1 Literature Review**

Every teacher has unique strategies for implementing learning methods in the classroom. Teachers, like readers, will be using a specific way to assist students in comprehending the meaning of the text they are reading, allowing teachers and students to interact during the learning process effectively.

##### **2.1.1 Small Group Discussion**

The small group discussion consists of two or more students conversing face-to-face, with or without an assigned leader, such that everyone in the group influences everyone else, as stated by Ningsi (2021). In small group discussions, students will exchange ideas and share opinions. Then, students will also be asked to respect each other's opinions so that there are no misunderstandings in communicating. However, everyone has the right to give their opinion as long as that opinion does not offend or hurt others.

There is various method that can be applied by teachers in facilitating and carrying out the learning process of students in class. However, this small group discussion method is one of the techniques used by teachers to make it easier to carry out the learning process of students' reading comprehension. Rudi (2021) explains that small group discussions are intended to be an alternative method for English teachers in teaching reading comprehension.

When forming a group of students not only exchanges ideas but allows students to appear confident in communicating with their friends. This can also encourage students to think creatively in compiling ideas that will be conveyed through their opinions. According to Djamarah in Panjaitan (2021), Small group discussions are a learning method that encourages students to be more involved in the teaching and learning process by allowing them to communicate with their classmates. It means that students can also practice communication with friends so that they can expand their knowledge and friendship in the classroom. By using small group discussions, students are not only friends with the same people but with anyone. This can foster an attitude of mutual respect for one another without discriminating in friendship.

Thus the small group discussion method can help students to make it easier to follow English reading comprehension in the classroom. Besides that, small group discussions can also increase student creativity and encourage students to interact more often with their classmates. Small group discussion is a method used by both teachers and students to assist the teaching and learning process in English students' reading comprehension.

### **2.1.1.1 The Implementation of Small Group Discussion**

#### **a. The Procedure of Small Group Discussion**

In teaching reading comprehension, the researcher used a small group discussion method to make students understand reading activities in a class. Before learning begins using the small group discussion method, several procedures need to be performed by the students. According to Cristiani and Mintohari in Panjaitan (2021), the procedures of small group discussion in the learning process of reading comprehension include: (a) The teacher provides topics to students. Here, the teacher is a facilitator by preparing information to be discussed and delivered to students; (b) Students were given directions by the teacher to form groups based on the small group discussion method; (c) The teacher provides material to students so that they can discuss relevant information or knowledge according to the text, and also the teacher assists students to explain what they should accomplish for learning by using the small group discussion method; (d) Students discuss a topic in their groups, in this activity, they can communicate with each other to increase group participation and understanding of the material, and to monitor student activities the



teacher moves around the class; (e) Each group discussed the results of their discussion with other groups with representatives from each group delivering the information obtained by each group member; (f) The teacher assist in explaining the material that they have learned in-depth and the teacher may correct them if necessary; (g) Each student gets the opportunity to ask and answer the questions that have been prepared.

**b. The Teacher's Role in Small Group Discussion**

In carrying out small group discussions, the teacher has a vital role so that the debate can run well and be successful. According to Kessler (1992) in Durriyah (2017), there are several roles of the teacher in carrying out small group discussions in the classroom, including the following:

1. The teacher as an inquirer

Teachers of collaborative learning constantly review and criticize their beliefs, attitudes, and assumptions. The examination of attitudes and values regarding the cultural diversity of students, races, classes, and linguistic minorities is especially critical in the context of teaching in a multilingual and multiracial classroom.

## 2. The teacher as creator

The teacher's role as creator must be good at creating a conducive and organized class atmosphere. Therefore, the teacher should have a mature goal and plan to compile the material so it can be delivered on time.

## 3. The teacher as an observer

A cooperative teacher should observe the group discussion of each group in the classroom on an ongoing basis. Observations are made to determine if there are students who are less productive or caught up in a problem that occurs in a group. When this occurs, the teacher should be prepared to assist in providing motivation or guidance to the student or group.

## 4. The teacher as facilitator

The teacher must be prepared to play a meaningful role with the students. Using the appropriate facility, the teacher must intervene to help solve existing problems. Thus, the teacher's role as a facilitator can support and encourage students' learning needs.

### **c. The Student's Role in Small Group Discussion**

In class teaching and learning activities, the teacher will ask several questions about the material. The students are then invited to participate in study groups to explore answers. Thus, the role of students in forming small groups is to solve problems collectively. According to Dimiyati in Lubis (2005: 25), the role of students in small groups is as follows: (a) Students must know that they are part of a group; (b) Students ought to understand that they share small goals when working in small groups; (c) Students rely on one another as members of a group; (d) They engage and communicate with one another; (e) Collaboration is an example of group responsibility.

#### **2.1.1.2 The Advantages of Small Group Discussion**

The following are some of the advantages according to Aulia (2018) conducting small group discussion activities in students' reading comprehension. Each student gets the freedom of opinion by expressing the ideas they have, then sharing their thoughts with their group mates through small group discussion activities that they participate in class. Member participants learn requested to respect the opinions of others in real life by considering every idea shared by their

friends. Furthermore, provide opportunities for students to exchange information and knowledge. Here, each student must be active in discussions to liven up the class atmosphere so that the class becomes fun. And then, motivating students to read diligently so when they attend reading comprehension classes, they can grasp it.

### **2.1.1.3 The Disadvantages of Small Group Discussion**

Quiet students may be less confident in expressing their opinions if students with strong speaking abilities dominate the discussion. Differences of opinion can also contribute to disagreements between classmates. Furthermore, forming groups may take a long time during the learning process, causing the class to become unproductive. This causes the teacher to become overwhelmed and unable to manage the class situation, causing the class to become rowdy and out of control. Brewer in Elma Naura (2020) the disadvantages of small group discussion activities include the ineffectiveness of a group that is influenced by the attitude of students who cannot appreciate one another.

### **2.1.2 Reading Comprehension**

According to Nunan (2003), reading is a fluid process where readers combine the information of a text with their background knowledge to create meaning. Reading comprehension is the primary

purpose of reading, in which students attempt to comprehend the text they are reading. Success in teaching reading is visible once students have finally understood the text. Students must understand the reading that is provided as reading comprehension is critical in obtaining knowledge, not just for understanding texts but also for broader learning, academic achievement, and careers.

In reading comprehension, of course, the reader expects to at least properly read words. Readers who cannot understand every word correctly will be confused in understanding a sentence in the contents of the text. Therefore, readers must know about linguistic elements well, so they can understand the contents of the text. Clarke in Panjaitan (2021), reading comprehension is the process of connecting the meaning from word to word and can make the unity of meaningful sentences.

It can be concluded that the main goal of reading is for students to comprehend the text they are reading. When students eventually understand the text, teaching reading is successful. Reading comprehension is necessary for acquiring knowledge, thus students must understand the reading that is presented.

#### **2.1.2.1 The Problem On Reading Comprehension**

Each student in the class has a unique personality, thus understanding a material has its level. Just as in reading English texts, students also have different levels of

understanding. However, each student will face difficulties in understanding the content of English reading text. According to Siswanti (2012), students struggled with five aspects of reading comprehension as follows: (1) the students had difficulties identifying the main idea; (2) students had difficulty determining what a particular word meant; (3) students experienced difficulty finding specific information; (4) students had problems finding references; (5) students had difficulty understanding how the text was organized (text's social function and generic structure).

The occurrence of a problem must be accompanied by a reason. Based on the difficulties faced by students in understanding English texts, some causes stem from students. As stated by Siswanti (2012), the causes came from the students as follows: (1) they lack adequate vocabulary; (2) they were hesitant and uninterested in taking the reading class; (3) because they studied text reading independently, they did not take the opportunity to share or discuss what they had read with their friends.

In addition to the students experiencing difficulties, according to Setyaningsih (2012), there are also difficulties faced by teachers in teaching English reading comprehension to students. The difficulties such as who do not have a lot of

vocabulary, students that are uninterested in participating in reading classes, and then students who, due to a lack of confidence, prefer to read on their own because they do not have an opportunity to discuss their ideas with other students.

Just as in reading English texts, students also have different levels of understanding. However, each student will face difficulties in understanding the content of English reading text. In addition, to the students experiencing difficulties, there are also difficulties faced by teachers in teaching English reading comprehension to students. According to Wolly in Panjaitan (2021), reading comprehension is defined as the process of deriving meaning from a text. Therefore, creative teachers will provide learning techniques needed by their students. These learning techniques must conform to the student's standards of competence so that they can influence the learning process and lead the student to be better. One technique the teacher to students can explicitly implement is the small group discussion.

### **2.1.3 Experiences of Using Small Group Discussion**

Teaching is a process in which a teacher shares their knowledge, experience, and material preparation to achieve the goal of teaching. In teaching, knowledge is not only by a teacher to students. However,

teaching can also define as providing opportunities to learn more about the experience and knowledge that may not always learn what the teacher intends to teach, and they may also learn concepts that the teacher does not intend for them to learn. As stated by Dewey (1986), educate the young for future responsibilities and achievement in life through the acquisition of ordered bodies of information and prepared forms of skill that comprehend the material of teaching. Dewey in Eldeeb (2013) states that providing students with delightful learning experiences encourages them to continue learning.

It is important to understand that the effectiveness of teaching methods affects student learning and the competence of teachers and students, so it requires the experience of teachers and students in the classroom. Bauer & Berg in Margaret Schmidt (2010), states that teaching experience is considered the most valuable part of their teacher education program. The teacher's experience in teaching his students is very influential in applying a method. as well as the use of small group discussion methods in class can build communication between students so that students actively interact with other friends. as in the interaction principle stated by Dewey in Margaret Schmidt (2010) claims that individuals build meaning from their experiences by interacting with their physical and social surroundings.

Dewey in Margaret Schmidt (2010), proposes that what individuals learn from specific experiences is influenced by their



current and previous experiences. The teaching experience possessed by a teacher will usually affect the learning process in the classroom. Experienced teachers will have good teaching skills and creative ideas that come up with the use of existing facilities. Dewey in Schmidt (2010), also emphasized the social aspect of learning in the community, claiming that educative experiences involve alternatives to implement new concepts and provide one's ideas against the experiences of others, in addition to one's experience.

Based on the statement above, it can be concluded that a teacher's experience is significant for students because it can influence the learning process in the classroom. Experienced teachers have various interesting learning methods to motivate their students in learning. One of the methods applied to English students is the small group discussion method. This method will make it easier for teachers to teach reading comprehension to high school students.

## **2.2 Previous Study**

Several research on the impact of small-group discussion on reading comprehension has been conducted. First, Siswanti (2012) researched "The Use of Small Group Discussion To Improve Students' Reading Comprehension." The goal of this study is to describe how small group discussions can improve students' reading comprehension as well as the benefits and drawbacks of using small group discussions in teaching reading comprehension. There are two types of data: qualitative and quantitative. The

qualitative data were collected by using observation, questionnaire, interview, field notes, and documents. The outcomes of the study suggest that using Small Group Discussion in the classroom can help students improve their reading comprehension, that Small Group Discussion can be utilized to improve the classroom environment, and that Small Group Discussion has both benefits and weaknesses when it comes to teaching reading.

The second study, conducted by Elma Naura Ismail (2020), looked at how to identify The Effect Of Using A Small Group Discussion In English Reading Classroom. This study is descriptive qualitative and collecting data with a semi-structured interview was used. The research findings suggest that students believed that employing small group discussions in the English reading classroom at the English Department of UIN Ar-Raniry increased their interest in learning reading and motivated them to learn. They both had the same evidence for the Small Group Discussion method in the reading classroom.

The third study by Nurdianingsih (2021), researched "Teachers' Strategies In Teaching Reading Comprehension". The aimed to explore teachers' strategies for teaching reading comprehension to students by using an English teacher. The interview occurred as part of the data collection process to find strategies for teaching reading comprehension. The findings revealed that teachers must be provided with strategies for teaching reading comprehension skills in order to guide students in dealing with the obstacles of learning English. Teachers adapted their strategy choices to the materials, syllabus, and curriculum. Those strategies were effective in teaching reading comprehension

as they encouraged students in comprehending the material and allowing them to share their thoughts with their peers.

According to the previous studies above, the researcher finds there are some similarities and differences among those previous studies. Most previous researchers are using qualitative research design. But some of the researchers used differences in data collection. data collection used by some of the researchers is descriptive qualitative. Besides the similarities, the researcher also found differences among those studies. Those were chosen from junior high school students and the studies were not focused on established teaching methods. Meanwhile, this research method is using a narrative inquiry approach that conducts a semi-structured interview with English teachers.

### **2.3 Conceptual Framework**

This research focuses on teachers' experiences with the small group discussion method used in English students' reading comprehension. In applying this method there are teachers' experiences in using the small group discussion method in students English reading comprehension and the problem faced and the way to overcome the problem. This conceptual framework will present some of the points described in the following diagram:

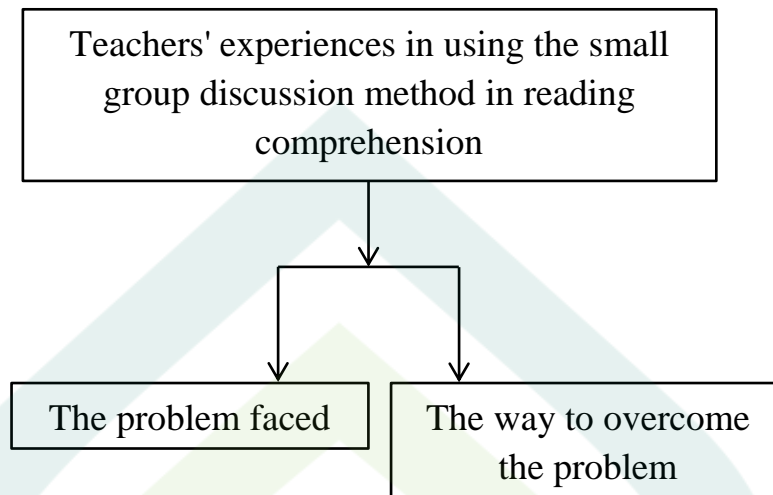


Figure 2.3

## **CHAPTER III**

### **RESEARCH PROCEDURE**

#### **3.1 Research Method**

This study discusses the small group discussion method used by teachers in a senior high school to determine an increase in students' reading comprehension. The researcher undertook interviews with two participants and the researcher narrated the participant's experiences. Therefore, the researcher used a narrative inquiry approach. Herman & Vervaeck (2019), a narrative has some kind of event or experience that has caused a change in certain individuals or circumstances.

#### **3.2 Research Context**

This research focused on using the small group discussion method in reading comprehension of English students in one of the senior high schools. The researcher has examined based on the experiences of English teachers while teaching high school students. The researcher found the problems faced by teachers and the way to overcome these problems by using small group discussions. Therefore, the researchers can explore the teacher's experience in applying this method based on interviews from the experience of English teachers.

#### **3.3 Setting and Participants**

The participants in this study were two English teachers at a high school in Pekalongan, Central Java. There are two teachers, male and female. a male teacher has been using this method for 2 years while a female teacher has been

using this method for approximately 5 years. They were chosen because they used the small group discussion method in teaching English students reading comprehension at senior high schools.

### **3.4 Data Collection**

The researcher conducted a semi-structured interview to acquire information. An interview's goal is to the experience of EFL teachers in using the small group discussion method on English students' reading comprehension. According to Creswell (2012), data collecting in qualitative research involves in-depth interviews, document analysis, observation, and study of audiovisual resources. To obtain information about using this method and the problems faced and the way to overcome this problem, the researcher has prepared a list of questions that are used as a guideline when conducting data interviews.

### **3.5 Data Analysis**

The researcher have transcribed and modify the data acquired, made notes on data collection method, and conducted more in-depth data analysis. Data were analyzed using several steps according to the theory of Miles, Huberman, and Saldana (2014) to analyze data in three steps: first, data condensation. In research, it refers to the process of selecting, concentrating, simplifying, abstracting, and converting data from field notes and transcripts. Second, data display. As a systematic collection of data from which conclusions and actions can be drawn. The third is conclusion and verification. Summarize the analysis

that has been carried out and re-checking with evidence that has been found in the field.

### 3.6 Research Schedule

No	Progress	AGT 2021	MAR 2022	MEI 2022	AGT 2022	DES 2022	JUN 2023
1.	Submission of the research topic						
2.	Research topic approval						
3.	Writing research proposal						
4.	Proposal approval						
5.	Seminar proposal examination						
6.	Conducting and writing the research						
7.	Estimation of thesis examination						

## CHAPTER IV

### RESULTS AND DISCUSSION

#### 4.1 Results

In this section, the researcher gained data from interviews with two English teachers. From the results of these research interviews, the researcher has found several findings related to the topic of using small group discussion in reading comprehension.

##### **4.1.1. The Small Group Discussion Method In Reading Comprehension Encourages Students' Activity**

The results of interviews with participants using the small group discussion method by English teachers in a high school. It can be seen from the following data:

“Students actively provide ideas in their discussion groups then the teacher only provides conclusions at the end of learning.”

(Arum, WhatsApp interview, March 22<sup>nd</sup> 2023)

According to the mentioned interview, students were active in providing ideas and discussing questions and answers with friends among groups.

“Students become more active in the learning process and can collaborate with others.”

(Arum, WhatsApp interview, March 22<sup>nd</sup> 2023)

Based on underlined, the researcher discovered that the teacher encouraged her students to be engaged in sharing viewpoints with their group mates during the discussion process.



“Through using this small group discussion method, students can exchange ideas with other students, student-centered learning occurs, and students' reading comprehension develops.”

(Ahmad, WhatsApp interview, March 22<sup>nd</sup> 2023)

Similarly to Arum, the results of the previously mentioned interview explain in greater depth the activity of students during the discussion process, such as student-centered learning, allowing students are more free in expressing opinions or exchanging ideas with one of their members. Furthermore, due to the involvement of group members during the discussion, students' understanding of reading English texts has developed.

#### **4.1.2. Getting New Vocabulary Through Using Small Group Discussion**

The results of interviews with participants using the small group discussion method by English teachers in a senior high school:

“Furthermore, students learn new vocabulary through discussions since they listen to friends discuss in English.”

(Arum, WhatsApp interview, March 22<sup>nd</sup> 2023)

“The learners learn to find the subject matter (main idea) of what they read through small group discussions, and they also get new vocabulary knowledge through discussions with friends.”

(Ahmad, WhatsApp interview, March 22<sup>nd</sup> 2023)

Based on underlined, both of the participants had a similar advantage in their experience using small group discussions in class. The above interview produced students to learn new English vocabulary, which increased their knowledge of mastering English

vocabulary. This method has made it easier for students to learn English in class.

#### **4.1.3. Lack of Confidence In Discussing**

Results of interviews with participants regarding the problems encountered in using the small group discussion method by English teachers in a senior high schools:

There are some students who feel shy and afraid to express their opinion.

(Arum, WhatsApp interview, March 22<sup>nd</sup> 2023)

There are some students who lack confidence in expressing their opinions directly.

(Ahmad, WhatsApp interview, March 22<sup>nd</sup> 2023)

According to the study's interview, the teacher said that some students are still ashamed to express their opinions because they think that if their opinion differs from their friends, they would be laughed at by their classmates. Because of these feelings, students' self-confidence decreases so becomes a problem faced by the teacher during the discussion process.

#### **4.1.4. The Teacher Provides Motivation And Knows The Student's Character**

The teacher must ensure that all student members of the group play an active role, both in discussing and expressing opinions by providing some motivation.

(Arum, WhatsApp interview, March 22<sup>nd</sup> 2023)

According to the study interview, the teacher has motivated learners who lack the confidence to participate in the present discussion process. This encouraged learners to express their opinions.

Teachers can learn about their students' character and motivate their students so they can control the class atmosphere so that discussions run effectively.

(Ahmad, WhatsApp interview, March 22<sup>nd</sup> 2023)

The two interviewees mentioned above had the same experience in overcoming the problems faced by the two teachers who were participants in this study. In overcoming the problems faced by the two teachers, they motivated their students to take an active role during the discussion process. In addition, in providing motivation to students, the teacher also recognizes the character of each student who has a lack of confidence in expressing his opinion in front of their friends. Therefore, during the learning process, using this small group discussion method has been running smoothly with a conducive classroom atmosphere.

## **4.2 Discussion**

### **4.2.1. Teacher's Experience In Using Small Group Discussion Method In Reading Comprehension**

Teachers' experience is important for students to receive a lesson in class. A teacher's experience has a significant influence on students during the learning process. Because teachers with experience usually

have mature preparations when it comes to delivering subjects to students. Kunter, Baumert, and Köller (2007) in Berger (2018) found that the extent to which students perceive rule clarity and teachers' guidance of classroom activities influences how much students grow an interest in the subject. Based on the data, the researcher found teachers' experiences in using small group discussion method in reading comprehension, there are:

In this study, the researcher found that in reading, each paragraph has the main idea to find out the purpose of the contents of the reading. The main idea is an explanatory sentence so that the reading is more coherent. The main idea is in the main sentence which describes the entire contents of the paragraph. To accelerate students in finding the main idea, the teacher forms groups. the formation of this discussion group is one of the learning methods to make it easier for teachers to convey learning material in class. Therefore, the researcher has proven that by using the small group discussion method on students' reading comprehension in English, students can identify the main ideas in a paragraph. the results of group discussions between students find it easier to find the main idea of a paragraph. Stoeger (2014), states that the results of his research have found that students who form groups in a lesson are very influential in finding the main idea of a text more quickly and improving students' reading comprehension.

In addition, in this study, the researcher found that when conducting class discussions, students had the opportunity to express their opinions and exchange ideas and information with other groups. According to Brewer (1997) in Aulia (2018), states that one of his theories about the advantages of conducting small group discussions is that each student gains freedom of opinion by expressing his ideas. Students can share ideas with their group mates through small group discussion methods in class.

This discussion method also has kept students focused on learning topics making it easier for students to understand a topic. when they start discussing with each other, they have gained a different perspective on the topic discussed. On this occasion, the teacher gives freedom to students to express their ideas. According to Schmidt (2011), this allows students and teachers to interact more closely. This has encouraged students to have more confidence in communicating and exchanging ideas with each other. However, other students are required to continue to respect the views of their friends so that the discussion runs in an orderly manner.

The research from the results of interviews with participants showed that by using the small group discussion method there were several improvements in the teaching and learning process of students in the classroom. Some improvements can be noted, such as encouraging students' activity in class and discussing with friends can

produce new vocabulary. Vocabulary is very important in reading comprehension since it allows us to understand the meaning of the English reading text. The goals are to have students understand and learn the new vocabulary (Damanik 2021). They have succeeded in expanding students' English vocabulary with the experience of teachers who are used to applying the small group discussion method in reading comprehension. Because of communication between the teacher and students, as well as between students in one group, this method was successful in increasing new vocabulary. Ningsi (2021) states that small group discussions can improve students' communication and teamwork skills.

#### **4.2.2. The Problem Faced By Teachers**

When implementing a learning system, teachers frequently encounter problems, either from the teacher or from their students. Therefore, during the research conducted by the researcher, it was found that there were problems faced by the teacher in using the small group discussion method on reading comprehension. The following are studies' findings about the problems that a teacher has as a result of their students.

In using a learning system implemented by a teacher, some students have faced problems during the learning process. One of the learning systems implemented by the teacher is the small group discussion method on the reading comprehension of English students

at the high school level. In the application of learning methods, there have been several problems faced by a teacher, but these problems come from students who have attended class lessons. One of these problems is the lack of confidence that arises from each individual in expressing his opinion. they hesitate to express their opinion because they are worried that they will mispronounce the sentence and that their friends will make fun of them and make them feel uncomfortable. this causes students with stronger speaking skills to dominate other students and makes quiet students feel unappreciated. In dealing with this problem Brewer (1997) argues in Elma Naura (2020) that group ineffectiveness in small group discussions is influenced by the inability of students to respect each other, which causes quiet students to lack confidence in expressing their opinions if students with stronger speaking skills dominate the discussion.

Confidence is very important for every individual. However, not everyone has confidence in themselves. They often think that they feel inferior compared to other people. Matulesy (2021), states that Students' lack of confidence stems from feelings of anxiousness and restlessness, as well as additional feelings that follow, such as slothfulness, impatience, difficulties, or low self-worth; this is what causes the student to doubt their skills in themselves. Some students, especially students who participate in class discussions, already have these problems. Therefore, researchers have found that some students

feel less confident in expressing their opinions. This is caused by the feeling of fear of wrong opinion that is owned by some students. The students also feel worried that their opinions will not be accepted by other groups so this concern makes them feel inferior to other students. This problem continues to be faced by teachers in applying the small group discussion method.

The researcher has found several problems faced by teachers while using the small group discussion method on students' reading comprehension. The researcher has shown that teaching experience is necessary for a teacher to comprehend each student's character. Students that are struggling to comprehend texts due to a lack of reading interest, for example, have difficulty participating in reading comprehension in class. Students' lack of enthusiasm in reading resulted in their inability to identify information in specific texts during the discussion time. As stated by Siswanti (2012) explains that there are some difficulties faced by students including students experiencing difficulty finding specific information and students having difficulty understanding how the text was organized.

Therefore, the formation of self-confidence in a person starts from oneself which is obtained through association with a group. Interactions that are intertwined will form a self-concept and then how does the individual think about oneself. Students learned to form interactions with their group mates using a learning system that uses



the small group discussion method, creating good communication between group members. As stated by Matulesy (2022), Self-confidence is developed by interaction with one's surroundings during the learning process.

#### **4.2.3. The Way to Overcome These Problems**

Based on the findings of the interviews with the participants, the researcher concluded that a teacher's previous teaching experience played a significant effect in the application of a learning method. Dewey in Margaret Schmidt (2010), proposes that what individuals learn from specific experiences is influenced by their current and previous experiences. With the teacher's experience, they have discovered solutions to problems encountered in applying the small group discussion method to students' English reading comprehension. Several ways have been implemented by the teachers such as building self-confidence for students and getting to know each student's character.

The researcher discovered in this study that self-confidence is crucial for each learner. Self-confidence comes from within, from a place of complete belief in oneself. When students lack confidence in following the lesson, they become passive students during the learning process in class. However, students' self-confidence in class can be derived from their surroundings, such as receiving motivation from the teacher or receiving support from their classmates. Students who

improve their engagement with friends develop effective communication skills, which build self-confidence. Matulesy (2021), argues that self-confidence is developed by interaction with one's surroundings during the learning process.

The researcher discovered the effect on students' self-confidence by applying the small group discussion method to students' reading comprehension in English at the senior high school level. In this case, the teacher's motivation has assisted students in developing self-confidence. Weinstein's study (1989) in Schmidt (2010) regarding teacher views reveals that teachers who can motivate students are part of the teacher's image of a good teacher. With this solution, the learning process using the small group discussion method can proceed as planned. Most students have developed self-confidence as a result of their ability to express themselves. according to Matulesy (2021), Self-confidence is an attitude or feeling of confidence in one's skills that everyone has.

In addition, knowing a student's character is essential for teachers since it makes it easier for them to impart lessons to students. But, it takes a long time to get to know the abilities and personality of each student. Several factors must be addressed to make it easier for teachers to recognize each student's character. One of these aspects is the teacher's method of learning for providing material in the classroom. In this study, the teacher used the small group discussion

method to help students recognize their distinct characteristics. Students were given guidance to join small groups, after which they held discussions with their group members and expressed their opinions. During the discussion process, the teacher saw that some students were less active in participating in their groups. The teacher then approaches the student, providing motivation and guidance. According to Marini (2020), Character value integration into the key elements of the teaching-learning process is affected by guiding students to cooperate in group assignments, encouraging students to ask active questions, and prioritizing student attitude building. Through using this method the teacher can recognize the character of the learners by looking at the activeness of each student who has participated in the discussion.



## CHAPTER V

### CONCLUSION

#### 5.1 Summary of the Findings

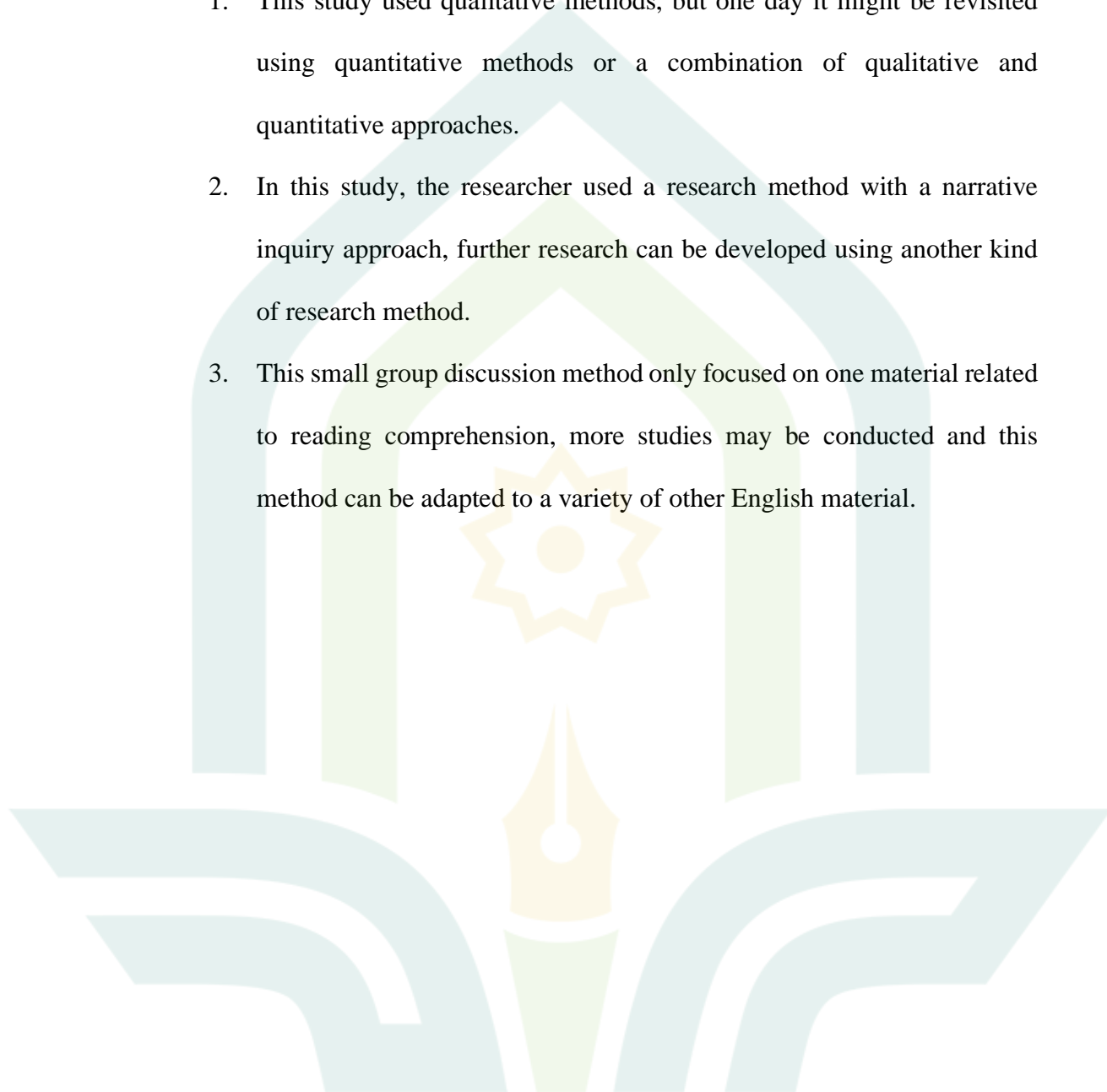
This research is about the teacher's experience in using the Small Group Discussion Method in Reading Comprehension in SMA and the problems faced by the teacher and how to overcome these problems. The results of research that have shown the teacher's experience in using the small group discussion method 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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## APPENDIX

### Transcription of the Interview

#### Arum's Interview

Nama (samaran)	Naskah Wawancara
Pewawancara	: Coba ceritakan pengalaman guru ketika mengajar menggunakan metode Small Group Discussion !
Arum	: Dalam pengalaman saya dalam mengajar melalui metode small group discussion dimana saya menyiapkan beberapa teks beserta dengan gambar. Kemudian saya membagi siswa dalam beberapa kelompok kecil. Teks yang saya berikan tersebut sebelumnya sudah saya jelaskan terlebih dahulu. Lalu dengan teks dan gambar tersebut siswa belajar dan berdiskusi dengan teman kelompoknya untuk mengetahui isi dari teks dengan di pandu beberapa pertanyaan yang tersedia. Kemudian jika siswa sudah dapat menjawab pertanyaan dan mereka akan mempresentasikan hasil diskusi mereka di depan kelas
Pewawancara	: Bagaimana persiapan guru dalam pembelajaran menggunakan metode Small Group Discussion ?
Arum	: Yang di persiapan oleh pengajar yaitu topik yang sesuai dan teknik menjelaskan dimana siswa dapat memahami dengan cepat penjelasan yang kita berikan.
Pewawancara	: Sebutkan langkah-langkah dalam menggunakan metode Small Group Discussion !
Arum	: Langkah-langkahnya antara lain: <ul style="list-style-type: none"><li>• Pemilihan dan penyiapan materi dengan topik yang tepat untuk siswa</li><li>• Pengajar mempersiapkan beberapa pertanyaan untuk bahan diskusi siswa.</li><li>• Pembagian kelompok siswa</li></ul>

		<ul style="list-style-type: none"> <li>• Pengajar memberikan bahan diskusi serta sebelum memulai sudah menjelaskannya terlebih dahulu.</li> <li>• Persentasi hasil diskusi di depan kelas</li> <li>• Pengajar memberikan kesimpulan</li> </ul>
Pewawancara	:	Apakah peran guru ketika mengajar menggunakan metode Small Group Discussion ?
Arum	:	Dalam metode ini guru tidak berperan dominan dan hanya sebagai pemberi arahan, sehingga siswa dapat secara aktif memberikan ide-ide dalam kelompok diskusinya serta guru hanya sebagai pemberi kesimpulan di akhir pembelajaran.
Pewawancara	:	Mengapa memilih metode Small Group Discussion untuk pembelajaran reading comprehension ?
Arum	:	Karena dengan metode ini pemahaman siswa tentang teks yang diberikan akan lebih cepat ditambah dengan siswa dapat berlatih memberikan pendapat dan bertukaran pemikiran.
Pewawancara	:	Adakah kesulitan/kekurangan yang dihadapi selama mengajar menggunakan metode Small Group Discussion pada reading comprehension ? Sebutkan !
Arum	:	Ada beberapa siswa yang masih malu dan takut menyampaikan pendapat.
Pewawancara	:	Bagaimana solusinya?
Arum	:	Solusi dari permasalahan yang dihadapi dalam pembelajaran berkelompok, guru harus memastikan bahwa semua siswa anggota kelompok berperan secara aktif, baik dalam berdiskusi maupun menyampaikan pendapat dengan memberikan beberapa motivasi.
Pewawancara	:	Keuntungan apa saja yang di dapatkan oleh guru ketika mengajar menggunakan metode Small Group Discussion pada pembelajaran reading comprehension ?
Arum	:	Keuntungannya antara lain siswa lebih memahami materi yang diberikan dikarenakan ruang lingkup diskusi yang kecil serta menambah keberanian siswa dalam menyampaikan pendapat dan memberikan ide pemikiran.

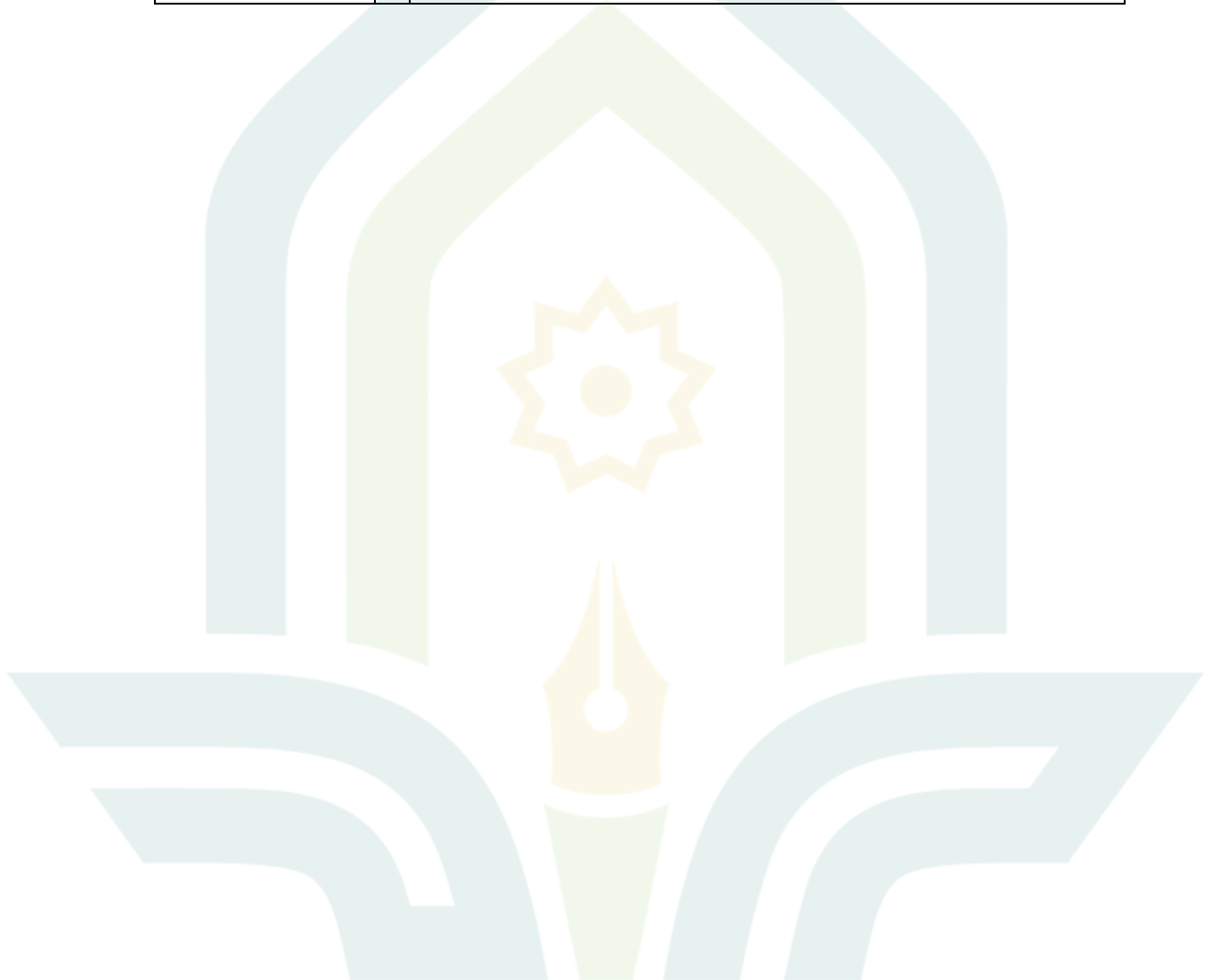
		Selain itu siswa juga mendapatkan kosakata baru melalui diskusi karena mendengarkan teman yang sedang memberikan argumen menggunakan bahasa Inggris.
Pewawancara	:	Adakah perbedaan pengalaman dalam mengajar ketika sebelum dan sesudah menggunakan metode Small Group Discussion pada reading comprehension ?
Arum	:	Siswa lebih aktif dan kreatif setelah diadakannya small group discussion.

### Ahmad's Interview

Nama (samaran)		Naskah Wawancara
Pewawancara	:	Coba ceritakan pengalaman guru ketika mengajar menggunakan metode Small Group Discussion !
Ahmad	:	Menggunakan metode small group discussion bias efektif diterapkan untuk jumlah siswa yang tidak terlalu besar. mereka bisa saling berdiskusi tentang suatu materi dengan leluasa. Small group discussion bisa diselipkan di tengah pembelajaran.
Pewawancara	:	Bagaimana persiapan guru dalam pembelajaran menggunakan metode Small Group Discussion ?
Ahmad	:	Terlebih dahulu guru menyiapkan materi / pokok materi yg akan didiskusikan siswa, siapkan beberapa pertanyaan yg harus siswa cari tau jawabannya lewat diskusi. Setelah itu guru bisa meminta hasil dari diskusi lewat secarik kertas kemudian guru membacakan hasil diskusinya atau siswa nya langsung yang di suruh presentasi.
Pewawancara	:	Sebutkan langkah-langkah dalam menggunakan metode Small Group Discussion !

Ahmad	:	Siapkan beberapa pertanyaan yang harus dicari jawabannya oleh siswa melalui diskusi, setelah itu guru dapat menanyakan hasil diskusi melalui selembar kertas, kemudian guru membacakan hasil diskusi atau siswa dapat mempresentasikan secara langsung.
Pewawancara	:	Apakah peran guru ketika mengajar menggunakan metode Small Group Discussion ?
Ahmad	:	Menurut saya guru berperan sebagai penengah jalannya diskusi. memastikan diskusi berjalan dengan kondusif dan menjadi media ketika ada siswa yang masih bingung.
Pewawancara	:	Mengapa memilih metode Small Group Discussion untuk pembelajaran reading comprehension ?
Ahmad	:	Reading adalah materi yang memerlukan pemahaman yang mendalam, dengan berdiskusi bersama teman sebaya bisa meningkatkan minat siswa untuk menggali lebih dalam apa yang dia baca
Pewawancara	:	Adakah kesulitan/kekurangan yang dihadapi selama mengajar menggunakan metode Small Group Discussion pada reading comprehension ? Sebutkan !
Ahmad	:	Sepengalaman saya tidak ada. namun ada beberapa siswa yang kurang percaya diri dalam menyampaikan pendapatnya secara langsung.
Pewawancara	:	Bagaimana solusinya?
Ahmad	:	Guru dapat menemukan karakter siswanya dan memotivasi siswanya sehingga bisa mengendalikan suasana kelas jadi diskusi berjalan efektif.
Pewawancara	:	Keuntungan apa saja yang di dapatkan oleh guru ketika mengajar menggunakan metode Small Group Discussion pada pembelajaran reading comprehension ?
Ahmad	:	Melatih kemampuan bertukar pikir, student centre, dan menambah kepemahaman siswa.

Pewawancara	:	Adakah perbedaan pengalaman dalam mengajar ketika sebelum dan sesudah menggunakan metode Small Group Discussion pada reading comprehension ?
Ahmad	:	Ada peningkatan pemahaman walaupun tidak sampai tingkat menyeluruh. Dari small group discussion mereka belajar menemukan pokok bahasan (main idea) dari yg mereka baca, kemudian juga penambahan pengetahuan vocabulary baru dari diskusi dengan teman.



## CURRICULUM VITAE

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