

**The Effectiveness of Small Group Discussion Technique to
Improve Students' English Reading Comprehension of Narrative
Text**

**(A Quasi-Experimental Study at Tenth Grade Students of SMA
Islam Sultan Agung 1 Semarang in the Academic Year 2021/2022)**

A FINAL PROJECT

**Submitted as a partial fulfillment of the requirement for the Bachelor Degree
in English Education**



Proposed by:

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**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF LANGUAGE AND COMMUNICATION
SCIENCE**

SULTAN AGUNG ISLAMIC UNIVERSITY

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2022

PAGE OF APPROVAL

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Prepared and Presented by:

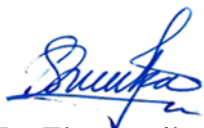
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STATEMENT OF WORK'S ORIGINALITY

Hereby, I honestly declare that the undergraduate final project I wrote does not contain the works or part of the works of other people, except those which were cited in the quotations and the references, as a scientific paper should. If my statement is not valid in the future, I absolutely agree to accept an academic sanction in the form of revocation of my paper and my degree obtained from the paper.



MOTTO

“Whoever sincerely does it, will get it”

-Akbar Zainudin-

DEDICATION

This study is dedicated to:

My father and mother

My brother

My best friends



ABSTRACT

Maulinda Mukhofifah. (2022). *“The Effectiveness of Small Group Discussion Technique to Improve Students’ English Reading Comprehension of Narrative Text”*. A final project, English Education Study Program, College of Language, Sultan Agung Islamic University. Advisor: Nur Ekaningsih S.Pd, M.Pd.

The purpose of the study was to know whether or not the use of small group discussion technique effective to reading comprehension of narrative text of tenth grade students Sultan Agung 1 Islamic High School Semarang in academic year 2021/2022. This research was conducted at Sultan Agung1 Islamic High School Semarang, located at Jalan Mataram No.657, Wonodri, Central Java, Indonesia. This type of research is quasi experimental. The population of this research was tenth graders of SMA Islam Sultan Agung 1 Semarang and the sample were X MIPA 4 as the control class and MIPA 2 as the experimental class. In collecting data, the researcher used a test named pre-test and post-test. The result of this research indicated that the pre-test means score of the control class was 56.42 and the means score of experimental class was 59.46. After giving treatment, the post-test means score of the control class was 69.00 and the means score of experimental class was 78.58. The result indicated that there was a significant difference in the post-test of both classes. The result of the analysis t-test that showed sig. (2-tailed) was 0.000 which lower than 0.05, it can be said that H₀ was rejected and H₁ was accepted. Based on the result above, it can be concluded that small group discussion technique was effective to improve students reading comprehension of narrative text.

Keywords: *Small Group Discussion, Reading Comprehension, Narrative text.*

INTISARI

Maulinda Mukhofifah. (2022). *“The Effectiveness of Small Group Discussion Technique to Improve Students’ English Reading Comprehension of Narrative Text”*. A final project, English Education Study Program, College of Language, Sultan Agung Islamic University. Advisor: Nur Ekaningsih, S.Pd, M.Pd.

Tujuan penelitian ini adalah untuk mengetahui efektif atau tidaknya penggunaan teknik diskusi kelompok kecil terhadap pemahaman membaca teks naratif siswa kelas X SMA Islam Sultan Agung 1 Semarang tahun ajaran 2021/2022. Penelitian ini dilaksanakan di SMA Islam Sultan Agung 1 Semarang yang bertempat di Jalan Mataram No. 657, Wonodri, Jawa Tengah, Indonesia. Tipe dari penelitian ini adalah quasi experimental. Populasi dalam penelitian ini adalah kelas X SMA Islam Sultan Agung 1 Semarang dengan sampel kelas X MIPA 4 sebagai kelas control dan X MIPA 2 sebagai kelas percobaan. Peneliti mengumpulkan data melalui test yaitu berupa pre-test dan post-test. Hasil dari penelitian menunjukkan bahwa nilai rata-rata pre-test dikelas control adalah 56.42 dan dikelas percobaan nilai rata-rata dikelas percobaan adalah 59.46. Setelah diberikan perlakuan, nilai rata-rata post-test dikelas control adalah 69.00 dan nilai rata-rata dikelas percobaan adalah 78.58. Hasil penelitian menunjukkan bahwa terdapat perbedaan yang signifikan pada post-test kedua kelas. Hasil analisis t-test yang menunjukkan bahwa sig (2-tailed) 0.000 yang mana kurang dari 0.05 atau dapat disebut H₀ ditolak dan H₁ diterima. Berdasarkan hasil di atas dapat disimpulkan bahwa teknik small group discussion efektif untuk meningkatkan pemahaman membaca pada teks naratif.

Kata kunci: *Small Group Discussion, Reading Comprehension, Narrative Text.*

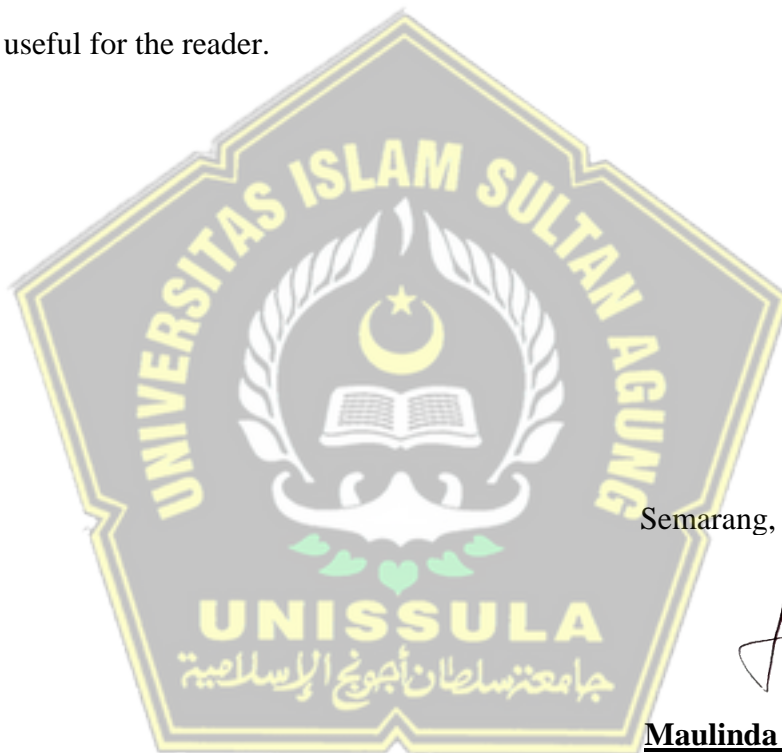
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Finally, I realize that this final project is still far for being perfect. Then, she hopes some suggestions for improvement. Therefore, I hope that this final project will be useful for the reader.



Semarang, July 14th 2022

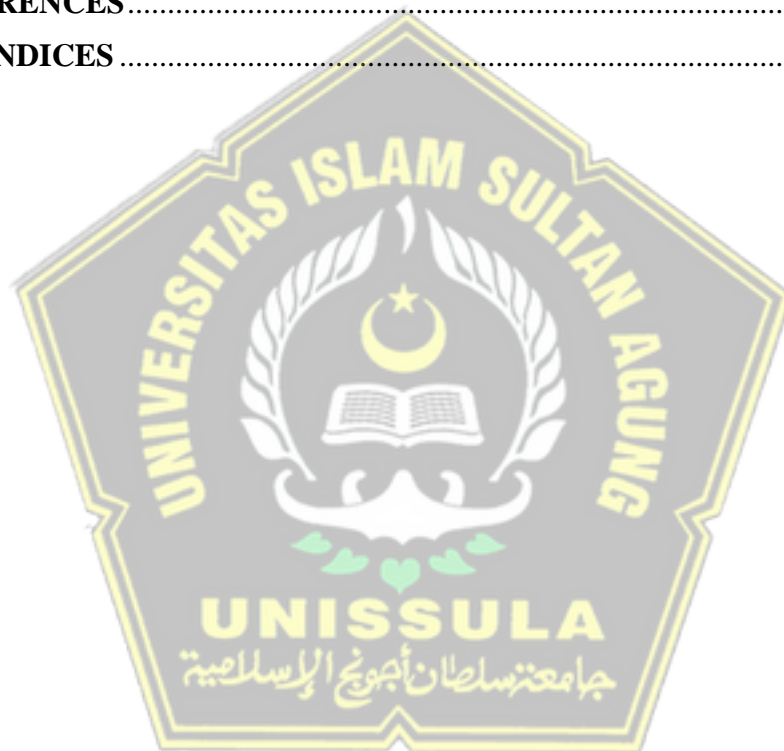
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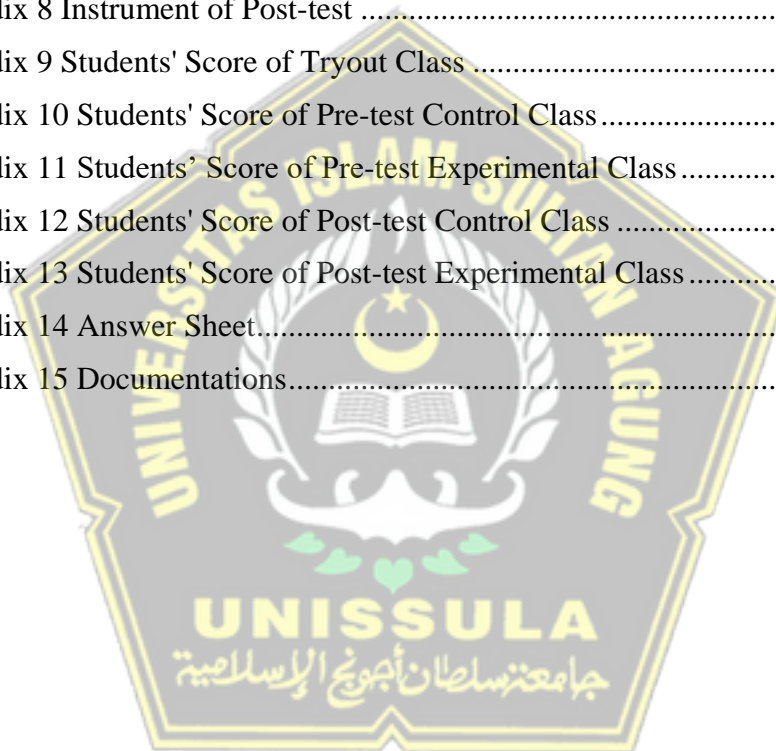
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CHAPTER I

INTRODUCTION

In this chapter, the writer presents of the background of the study, the reasons for choosing the topic, the statement of the problem, the objectives of the problem, the hypotheses of the study, the limitation of the study, the significance of the study, the definition of key term, and the organization of the study.

1.1 Background of the Study

Reading is an activity carried out to get desired information. By reading, people are required to find ideas in a text, not just for reading aloud. Usu & Adi (2021) state that the main purpose of Reading activities not only allow students to understand fictional texts as entertainment because one of the benefits of reading fiction books is to sharpen the brain to explore. The fiction text is like a short story or novel. However, students also need to understand non-fiction texts such as scientific texts or journals because non-fiction texts contain information in the form of facts so that what is obtained is factual and important information, it can also increase knowledge. Then, often there are questions in the reading text that aim to test a person's ability to understand whether or not this person understood the reading correctly. Therefore, in reading, one needs reading comprehension.

Reading comprehension is the ability to understand the text, build an understanding of the meaning of a text that is translated using our own language (Nisa et al., 2018). In various schools there are still many students whose reading comprehension is still minimal. Then, to get successful learning, a teacher must

be able to find techniques that can help minimize problems to improve students' reading comprehension. By applying a technique in learning will make it easier for teachers to minimize students' reading comprehension. Thus, when the teacher can apply the technique well, the teacher only needs to adjust the technique according to the student's environment and includes the material to be studied. Therefore, teachers can apply small group discussion techniques in classroom learning, this technique can allow students to improve in reading comprehension.

In the process reading comprehension, there are three problems faced by students (Devira, 2017). The first problem faced by students in reading comprehension is their lack of vocabulary. Sometimes there are students who have difficulty finding synonyms in the reading text because of their lack of vocabulary. The second problem that students face in reading comprehension is their lack of background knowledge. Many students recognize that their background knowledge is very low in understanding some reading in the text. So, that students have difficulty when ask to find the topic of the text and main idea. And the last problem faced by students in reading comprehension is the lack of students' motivation. Some students recognized that they did not have enough motivation to increase their reading interest. Furthermore, they have difficulty in generating motivation in themselves to develop their reading comprehension.

The use of small group discussion technique is very helpful for students to improve their reading comprehension. Therefore, the author introduces a small group discussion learning technique for reading narrative texts. By using this

technique, students activated in learning activities in understanding narrative texts, it can make all student in the class more interactive and embroiled in class activities. Then, atmosphere more fun and students do not bore in the learning process. According to, small group discussion is a useful method to help students when reading a text and give them understanding a text. In small group, students can be required to speak, think, and exchange opinions more easily and freely without embarrassment with other students.

In addition to small group discussions, in reading comprehension there are several techniques used to help students understand a text. One of them is using story mapping technique. According to Al Shdaifat et al., (2019), the use of story mapping is less effective because it is possible that students will feel bored with the techniques used in the learning. Students tend to be passive in the learning process. There are many students who are still confused to understand the text and students have difficulty in reading comprehension. This is different from using the small group discussion technique in reading comprehension, an active learning method where students are divided into small groups to discuss understanding a text, students get used expressing opinions and working together in developing their skill (Rusmiati, 2015). Then, using this small group discussion allows students not to think that they are capable in mastering material.

Based on the explanation above, the researcher interested to find out the effectiveness of small group discussion technique to improve students' English reading comprehension of narrative text.

1.2 Reasons for Choosing the Topic

There were some reasons why the writer chose the topic “The Effectiveness of Small Group Discussion Technique to Improve Students’ English Reading Comprehension of Narrative Text at the tenth graders of SMA Islam Sultan Agung 1 Semarang”.

1. Small group discussion technique is a fun learning technique that can help tenth grade students to improve their reading comprehension.
2. This technique is expected to be an effective technique to minimize the difficulties of tenth grade students such as lack of vocabulary and lack of fluency in reading comprehension of narrative text.

1.3 Formulation of the Problems

Based on the background of the study, the formulation of the problem is:
Is the use small group discussion technique effective to improve students’ English reading comprehension of narrative text?

1.4 Objective of the Study

The objective of this research was to know whether small group discussion technique is effective to improve students’ English reading comprehension of narrative text.

1.5 Hypotheses of the Study

There are two types of hypotheses used in this research (Usu & Adi, 2021).
There are Alternative Hypotheses and Null Hypotheses.

1. Alternative hypotheses (H_1)

There is a significant difference in using small group discussion technique to improve reading comprehension of narrative text at the tenth graders of SMA Islam Sultan Agung 1 Semarang.

2. Null hypotheses (H_0)

There is no significant different in using small group discussion technique to improve reading comprehension of narrative text at the tenth graders of SMA Islam Sultan Agung 1 Semarang.

1.6 Limitation of the Study

The writer only wanted to know whether the small group discussion technique is effective to teach reading comprehension at narrative text. This research only focused at tenth graders of SMA Islam Sultan Agung 1 Semarang.

1.7 Significance of the Study

The writer hopes that the result of this research will have some significances as follows:

1. Pedagogical Significance

Hopefully by reading this research, the readers gain broad knowledge and understanding on how to improve their reading comprehension on narrative text by using small group discussion technique.

2. Practically Significance

a. For students

The technique will be useful for students in their learning narrative text with new atmosphere of small group discussion. They can share together what they have learned.

b. For teachers

Hopes to develop the insight of English teachers to be more creative to attract students' enthusiasm in the learning process, mainly in learning reading comprehension on narrative text.

c. The researcher hopes this research can be developed by the next researcher in different skill and topic.

1.8 Definition of Key Terms

1. Small Group Discussion Technique

Small group discussion technique is where each group consist of 2 or 3 students. According to Sari & Aprida (2019), small group discussion technique is a technique used in the learning process in which students are divided into some groups and each group involve of four or five students. In this technique, students work together with other students to exchange opinions to resolve a problem or complete a particular task while the classroom or lab.

2. Reading Comprehension

Reading comprehension is one of the skills that must be possessed by all students to improve understanding of a text. For many students, reading

comprehension is considered difficult because of their lack of vocabulary. According to Mustafa & Bakri (2020), reading comprehension is the skill of reading text, then processing it and understanding its meaning, a person's skill in understanding the meaning contained in the text is influenced by his ability to make conclusion from the text. To sum up, reading comprehension is not only about how read well which consists of precise pronunciation and loud voice. But, reading comprehension itself is an activity to develop an understanding of the meaning of a text which can then be translated using our own language.

3. Narrative Text

Narrative Text is an imaginary story that retell a past tense with the aim of entertaining the reader or listener. According to Arisman & Haryanti (2019), narrative text is a story try to find decision to solve the problems in a story with obstacle or problematic events. Then, narrative text includes all type of writing that relates a series of events and includes both fiction (novels, short stories, poem) and nonfiction (memoirs, biographies, new stories). In addition, narrative text is a text that contains an imaginary story or a true story that has been exaggerated. The purpose of narrative text is to entertain the reader and usually there is a moral value that can be taken at the end of the story to be conveyed to the reader.

1.9 Organization of the Study

This research consists of five chapters.

Chapter I is an Introduction. Which include Background of the Study, Reason for Choosing this Topic Research, Statement of the Problems, Objectives of the Study, Hypotheses of the Study, Limitation of the Study, Significance of the Study, Definition of Key Term, and the last is Organization of the Study.

Chapter II presents Reviews of Related Literature and Previous Study. Which include Definition of Reading Comprehension, Techniques of Reading Comprehension, Factors Influenced Students' Low Reading Comprehension, Aspects of Reading Comprehension, Definition of Small Group Discussion Technique, The Procedure of Small Group Discussion, The Advantages and Disadvantages in Small Group Discussion, Definition of Narrative Text, Generic Structures of Narrative Text, Language Features of Narrative Text, and The Example of Narrative Text.

Chapter III presents Method of Study which consists of Design of the Study, Subject of the Study, Data of the Study (types of data, variabel), Instrument of the Study, Validity and Reliability of The Instrument, Technique for Collecting Data, Data Collecting Procedure, Scoring Technique, Data Analysis, and the last is Time Schedule.

Chapter IV presents Profile of the School, Respondent of the Study, Instrument of the Study, Validity and Reliability, Research Finding, and Research Discussion.

Chapter V presents Conclusion and Suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents some theories which related to the study. It concludes reading comprehension, small group discussion technique, narrative text, and previous studies.

2.1 Concept of Reading Comprehension

In this part, the researcher discuss about the definition of reading comprehension, techniques of reading comprehension, factors influenced students' low reading comprehension and aspects of reading comprehension.

2.1.1 Definition of Reading Comprehension

Reading activities are always related with reading comprehension because when students read a text, they must understand the meaning and find the information contained in it. The understanding obtained is an active thinking process of students. According to Usu & Adi (2021), reading comprehension is a person's capability to be able to process, adsorb the meaning contained in the text. Therefore, by improving this capability, one can understand what the writer expect when they read a text. Rahmadani (2017) states that reading comprehension is students must have the skill to understand written texts. Then, students can interrelate and translet the text using their own language. Based on the theories above, it can be concluded that reading comprehension is when someone reads the text, they not only acquire the information.

Reading as one of the language skills, a process that involves interaction between the text and the reader. Meanwhile, reading and knowledge are always related. Readers must be able to understand theories and strategies in reading texts because in elaborate abilities as an activity needed in the reading process to gain understanding, so students can process message from a reading. However, they also have to process the text to get the idea or meaning contained in a text. Without reading comprehension, students will not understand what they have read to get any ideas or information written in the text. In other words, reading without understanding the meaning would be pointless.

However, reading ability hinge on students' skill to recognize words easily and quickly. It is determined by the increase in the individual's intelligence in understanding the text which is influenced by the nature and skills. One of them is when a student makes a conclusion from a text. Therefore, reading comprehension requires an active way of thinking and does not only depend on word recognition but also on previous reading experience or knowledge (Nisa et al., 2018). Furthermore, to be successful in reading comprehension, students must actively process what they read. This processing ability requires students to have fluent reading skills, appropriate background text knowledge, and have a lot of vocabulary. Meanwhile, in reading comprehension, students are also expected to understand all the contents of the reading. Students should be able to give a clear explanation of the contents of the reading when they are asked some questions about the

ideas contained in it. However, the ability of each students is different in reading, understanding, and doing exercises in the classroom at the senior high school. There are students who are smart and fast in understanding and processing information from a text, but there are also students who still have difficulty understanding and elaborating the contents of the text.

2.1.2 Techniques of Reading Comprehension

Skimming and scanning are very important use in reading comprehension activities. Marliasari (2017) states that readers can rapidly from books, magazines, newspapers, and website. So, readers can use skimming and scanning techniques. There are two reading comprehension techniques as follows:

1. Skimming

Skimming technique is students need to read briefly and rapidly just to find the main point contained in a textbook. Skimming technique is carried out a rate three to four times faster than normal reading (Marliasari, 2017). For example, students only look for book pages that contain subtitles, bullets points, introductory paragraph phrases and concluding paragraphs to summarize the contents of the text. When students read longer texts, they only check the table of contents, introduction, opening paragraph, closing chapter, and conclusion. With all that, students are not interested in all details of the sentences contained in the text, and they just want to get the main point.

2. Scanning

Scanning is also called reading scan a portion of the text to find the desired word by moving your eye eyes rapidly down the page looking for specific words and phrases in order to get certain information in a reading (Marliasari, 2017). Then, when going to observe the text, students will find out the keyword first. In this technique, when student observe a reading text, students only focus on the problem they are looking for regarding certain more specific information. For example, students scan phone books, catalogs, dictionaries, and other resources as needed to find specific information.

2.1.3 Factors Influenced Students' Low Reading Comprehension

In learning process, not all students have a good reading comprehension. There are also some students have a poor reading comprehension in a text. Meanwhile, Maslina et al., (2020) state that the factor that causes students' lack of reading comprehension is due to lack of vocabulary, they do not know many meanings of words in a text, unless the text is very simple. They also often the dictionary or ask the teacher when they don't know the meaning of a difficult words. Then, lack of interest and concentration of students in reading which makes it difficult for them to successfully understand reading comprehension. Therefore, the factors that cause students' lack of reading comprehension are also due to lack of reading skill and students still have difficulty when asked to translet texts, determine

accurate information, main ideas, meanings of words in a written text given by the teacher. Then it makes them confused in understanding a reading text.

The biggest difficulty faced by students in reading comprehension is when students are asked to find main point of the text, while they still lack vocabulary (Girsang et al., 2019). Then the most important thing for students is to increase vocabulary. Furthermore, students must acquire sufficient vocabulary knowledge to understand the text. Students who tend to be lazy to add vocabulary will have difficulty in understanding the reading.

Other than the factors mentioned above, Nurjanah (2018) states that there are many factors that influence reading comprehension ability. These factors include poor reading strategies for example finding main ideas and keywords not fast, low students interest which is sometimes an interest in someone's self that encourages him to do something where the interest is only temporary, limited vocabulary that causes when students read readings whose language they have never heard it will be difficult to understand the reading text, reading sentences that are too long will make students confused in finding the main idea and feel sleepy when reading it.

2.1.4 Aspects of Reading Comprehension

Students can reach a level of understanding must go through various processes. Therefore, they need to know and master several aspects of reading comprehension. According to Nisa et al., (2018), there are four aspects of reading comprehension, as follows:

1. Main idea

Main idea is an important part of reading comprehension. The main idea of a read narrative texts is the main message. The main idea refers to the point or thought explained. In contrast to the term topic which refers to the subject being discussed.

2. Detail

Detail is most important thing in reading comprehension. When students read narrative texts, they need detail information to understand the text. This is also the first thing students have to do recognize the topic in the narrative text.

3. Vocabulary

The level of students' vocabulary knowledge is closely connected to their reading comprehension in understanding narrative texts. Students need many words in their vocabulary to be able to understand the meaning of what is meant in the text.

4. Inference

Inference is also important in reading comprehension, because students in reading narrative texts must find the contained meaning expressed by the author but not written directly in the text.

2.2 Concept of Small Group Discussion Technique

In this section, the researcher discusses about definition of small group discussion, the procedure of small group discussion, and also the advantages and disadvantages of small group discussion.

2.2.1 Definition of Small Group Discussion Technique

Small Group Discussion Technique is a technique used in the learning process in which students are divided into some groups and each group involve of three or four students (Sari & Aprida, 2019). In this technique, students work together with other students to exchange opinions to resolve a problem or complete a particular task while in the classroom or lab.

Small Group Discussion Technique is a group of three or four students to work together. Then, each students is given orders by the teacher to help each other, discuss, exchange opinions to assess each students understanding of the material given by the teacher (Irawan, 2017). This means that the use small group discussion technique in teaching reading comprehension is an effective way for students in the learning process because students can communicate directly with other students who are not too many and can exchange opinion.

2.2.2 The Procedure of Small Group Discussion

Students asked to be able to interact in small group discussion with other students. Then, students can discuss in one group, exchange opinions or ideas, exchange the result of the discussion to other groups. According to Arisman & Haryanti (2019), there are some procedures of using small group discussion in the classroom. As follows:

1. Teacher gives the material to be discussed.

Teacher as a facilitator will prepare the material to be discussed and provide the material to students before class starts.

2. Teachers leads students in making small group discussion.

Teacher helps students choose group members. The teacher makes various groups including intellect and gender. Students are divided some groups based on the rules of small group discussion techniques with three or five students in one group.

3. Teachers gives material about narrative text and students in each group have to guess it.

In this case, the teacher not only gives the material, but also helps the students to explain what they have to do such as after obtain the material, each student in group have to guess by knowing at the title of the text first to find out what the text is about. Then, after students got the content of the text, they can discuss the information connected to the text.

4. Teachers goes around to observe students who are discussing a topic in each group.

After the activity of guessing the title of the text is complete, students begin to discuss it with their respective group members.

The teacher also gives a time limit when students have to finish their discussion. In this activity, students have the opportunity to interact with their groups so that they are more active and understand the text together. Therefore, the teacher should observe the discussion process of each group to ensure that all members are

involved or work in their own small group discussion. After students finish discussing, they read the text together.

5. Each group explains the results of their discussion to the other groups.

In this activity, after students finish the discussion between their own group members and get information from the text. Then, representations from each group explain the result of the discussion to another group. Other members in groups are allowed to help explain, criticize the result discussion from other group, debate, and give opinions.

6. Teacher describes about the material.

The teacher describes in detail about the material they have learned, so that students feel more understand and the teacher also provides feedback to the students.

7. Each student tries to answer the questions that are already in the text.

The last activity, after discussion with group and teacher. Each student tries to answer the questions in the text that has been given by the teacher and works individually. Furthermore, the teacher gives reward (good score) based on the result that have been done by students during learning.

2.2.3 The Advantages and Disadvantages of Small Group Discussion

There are some advantages and disadvantages of small group discussion, as follows:

1. Advantages of Small Group Discussion

Applying small group discussion in teaching can help students improve reading comprehension in narrative text. Rusmiati (2016) states that small group discussion advice students to think broadly, speak and share their ideas with other students. In small group discussion, students will have a closer relationship and will likely find it easier to discuss material and solve problems they encounter during the lesson that in large group discussion. Then, small group discussion can be a beneficial technique for students in the reading process and gives them a clear understanding of what they are reading and helps them understand a narrative text. Meanwhile, by using these techniques can make the classroom environment less boring and more fun in teaching and learning process.

2. Disadvantages of Small Group Discussion

Small group discussion is a group of individuals who come together to cooperate in learning. There are definitely advantages and disadvantages to group learning activities, so there are many different opinions that people prefer to study in groups or individually. However, from the advantages and disadvantages of small group discussion, everyone has their own needs in learning.

According to Arisman & Haryanti (2019), there are many disadvantages of small group discussion in the classroom, as follows:

1. Shy student may refuse to participate in small group discussion and need a lot of encouragement to participate.
2. A challenge for beginner teachers when group members do not want to interact with other students.
3. Waste more time-sharing information.
4. Necessitate the presence of teachers in all groups to act as source person and facilitators.

So, the teacher must be careful in implementing small group discussion so that all students can be involved. Most not all group members are involved in small group discussion and it is about self-confidence. There is a different level of confidence in each student, they are too shy to appear in front of their friends.

2.3 Concept of Narrative Text

In this field, describes about definition of narrative text, generic structure of narrative text, language features of narrative text, and the example of narrative text.

2.3.1 Definition of Narrative Text

Narrative Text is a writer who write English text that aim to entertain the reader and give out with real or indirect in a different way (Daulay, 2019). In narrative texts there are usually moral values that can be learned by the

reader. Moral values in narrative texts are often developed in English reading questions.

Narrative Text is a story try to find decision to solve the problems in a story with obstacle or problematic events (Arisman & Haryanti, 2019). The goal is to entertain and interest the reader by presenting a story or event that has problems that lead to conflict at happy or sad ending. Then, narrative text includes all type of writing that relates a series of events and includes both fiction (novels, short stories, poem) and nonfiction (memories, biographies, new stories). However, in school lessons, narrative texts are usually only used to show fictional stories such as fairy tales or legends. Therefore, the social function of narrative text is to entertain or amuse the readers in an imaginative experience.

2.3.2 Generic Structures of Narrative Text

There are four generic stuctures of Narrative Text (Khoirunnisa & Widodo, 2019). As follows:

1. Orientation

This orientation usually describes who the characters are complicated in the story, when and where the events occur.

2. Complication

This complication explains the beginning of the story problem that causes the peak of the problem. In this complication usually require the main character in a story and only plays a nonpermanent role to achieve their purpose.

3. Resolution

This resolution explains that at the end of the story there is a solution to the problem that occurs. Whether the problem can be solved will be better or even worse which will make the story have a happy ending or sad ending.

4. Coda or re-orientation

This coda describes the moral lessons that can be taken or learned from the story.

2.3.3 Language Features of Narrative Text

As a type of genre, narrative text has language features. According to Hidayat et al., (2020), there are some language features in narrative text, as follows:

1. Use of past tense
2. Use of action verbs
3. Adverb and adverbial phrases to determine location and time of story
4. Time connectives and conjunction to make the story more sequential
5. Use adjectives that sustain noun phrase
6. Specific noun as pronoun of person

2.3.4 The Example of Narrative Text

Lake Toba

Orientation	Once upon time in Batakland lived a fisherman named Bhatara Guru Sahala. He seized a fish that could talk someday. That could into pretty woman whose anger can
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	make volcano erupt and can shake the earth.
Complication	<p>Bhatara Guru Sahala as a strong fisherman, he went fishing every morning. Someday, he seized an uncommon fish in his old boat which was in a fishing net. What surprised him even more was that the fish could talk like a human and soon he freed her back into the river. Once he freed the fish back into the river, it turned into a pretty woman. Bhatara Guru Sahala fell in love with her and asked her to marry him. Then, Bhatara Guru Sahala promised to be loyal and would guard him day and night. The woman asks Bhatara Guru Sahala not to tell anyone that she used to be fish. Bhatara Guru Sahala agreed and promised to do it and will always keep the deal. They were merrily married and got two smart daughters. Someday, Bhatara Guru Sahala got very angry with his daughters. He couldn't control his emotions. He screamed angrily and said that his daughters had the same personality as fish. The daughters were carrying. Then, they found their mother and told he about it.</p>
Resolution	<p>The mother was very upset and felt bad about situation. Bhatara Guru Sahala came home to apologize to his wife. But his wife didn't really care apology. She couldn't forgive Bhatara Guru Sahala. Immediately, the mother trembled violently and something around her was vibrating. Volcanos began to erupt and the earth began to shake. Then, the earth began crack forming a huge</p>

	hole. The hole got longer and bigger and filled in it with much of water. The big hole grew form a lake and was later called LAKE TOBA.
Coda/Re-orientation	Don't break the promise we made to someone. And then, must be able to control and be more patient in all conditions.

Source : (Lubis, 2016)

Based on the example narrative text above, it can be seen that the specific participant or an object, in this narrative text is lake toba. The first paragraph about orientation of the lake toba. The second paragraph about complication of the lake toba. The third paragraph about resolution of the lake toba, and the last paragraph about re-orientation or moral value of the lake toba.

2.4 Previous Studies

There were some previous studies about this research, the researcher found some similarities and differences with my research, which discusses about small group work in reading comprehension.

The first study was conducted by Arisman & Haryanti (2019) entitled *Using Small Group Discussion to Improve Students' Reading Achievement on Narrative Text*. This research findings shows that there is a significant different reading achievement between classes taught by the Small Group Discussion method and classes taught by conventional methods. This research is quasi experimental design. This study used two classes which are called the class of experiment and class of control. The result of the research shows that the Use of Small Group Discussion is effective to improve

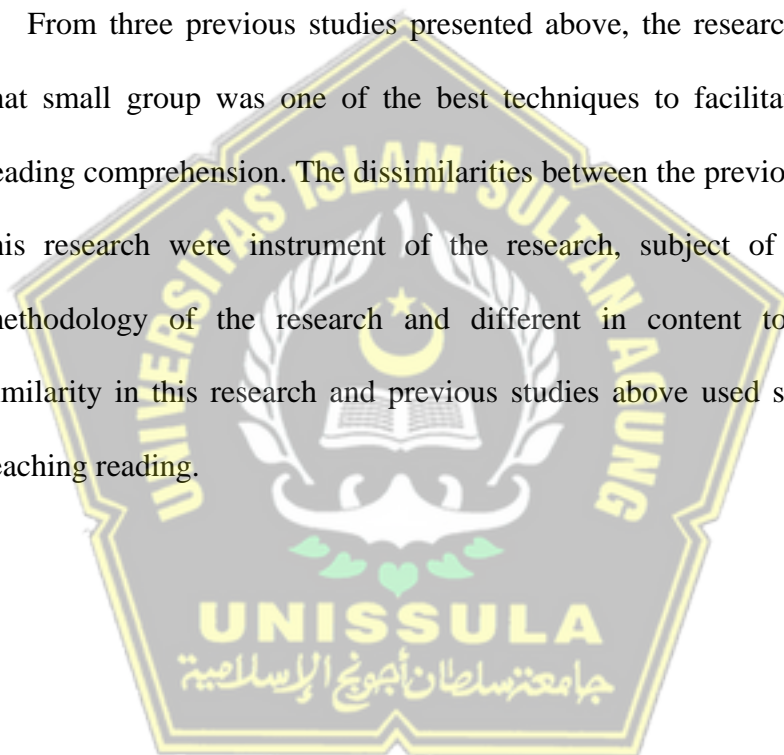
students' reading achievement. By using this method, students are motivated and extracted in learning. The similarities this research and prior study above that small group are very suitable for the students learning process.

The second study was conducted by Maslina et al., (2020) entitled *The Use of Small Group Discussion in Teaching Reading Comprehension (A Descriptive Study at The Second-Semester Students' of English Department of STKIP Bina Bangsa Getsempana Banda Aceh)*. This study was planned by using descriptive research. The study focused on analyzing how does the lecturer conduct small group discussion to find out students' perception about the implementations of small group discussion in teaching reading comprehension at second semester students English department of STKIP Bina Bangsa Getsempana Banda Aceh. The result of this research that small group discussion helps students feel happy and motivated when facing difficulties in understanding the text in reading comprehension learning. As well as, they are not afraid of wrong when the presentation in front of other students. The differences between this research and previous study research above is subject of the research, methodology of the research and instrument of the research. The similarity of this research is the focus on problems solving on students' reading comprehension.

The third study was conducted by Usu & Adi (2021) entitled *The Effectiveness of Small Group Discussion in Teaching Reading Comprehension of Narrative Text ax X Grade in SMAN 1 Wolowae*. This study was designed by using pre-experimental design. The result of the

research shows that the use small group discussion in an effective method to improve reading comprehension in narrative texts for high school students. The dissimilarities between this research and previous study above is design of the research. The similarities between this research and previous study above that both of them focus on using small group in reading comprehension of narrative text.

From three previous studies presented above, the researcher concludes that small group was one of the best techniques to facilitate students in reading comprehension. The dissimilarities between the previous studies and this research were instrument of the research, subject of the research, methodology of the research and different in content too. Then, the similarity in this research and previous studies above used small group in teaching reading.



CHAPTER III

METHOD OF STUDY

This chapter consists of the design of the study, subject of the study, data of the study (types of data, variable), instrument of the study, validity and reliability of the instrument, technique for collecting data, data collecting procedure, scoring technique, data analysis, and time schedule.

3.1 Design of the Study

The type of this research is quantitative research with a quasi-experimental research. According to Gopalan et al., (2020), quasi experimental is a type of research design that experiments to build cause and effect relationships. Then, in this study, a quasi-experimental research was used to teach students' reading comprehension by using narrative texts small group discussion technique as the experimental group.

In conducting research design activities, techniques are needed to achieve good result. The data collection technique aimed to support research and help researcher to obtain data and information about the process of learning to read and understand narrative texts through small group discussion technique. In this study, a quasi-experimental carried out with two randomized test groups pre-test and post-test. In this study, two groups used, namely the experimental group and control group. This design was adopted from (Cohen et al., 2020).

As follow:

<u>E</u>	<u>01</u>	<u>X</u>	<u>02</u>
C	03	-	04

Where:

E : Experimental Class

C : Control Class

O₁ : Pre-test for the experimental Class

O₂ : Post-test for the experimental Class

O₃ : Pre-test for the control Class

O₄ : Post-test for the control Class

X : Treatment using small group discussion technique

3.2 Subject of the study

This subchapter consists of population and sample.

3.2.1 Population

The total number of individuals or groups whose characteristics are variable to be researched and whose research finding can be generalized (Shukla, 2020). The population of this research was the tenth graders of SMA Islam Sultan Agung 1 Semarang in the academic year 2021/2022.

3.2.2 Sample

Sample is part of the population that has characteristics similar the population itself (Shukla, 2020). The researcher chose non-random sampling (purposive sampling) to take the research sample. This research conducted in the tenth graders of SMA Islam Sultan Agung 1 Semarang 2021/2022. The research was conducted by involving two classes. Class X MIPA 4 as the control class, and X MIPA 2 as the experimental class.

3.3 Variable of the Study

Variable was main ingredients of research and the basis of a research work. Then it can be concluded that without variables there were no research. A variable is an object, event, idea, period of time, or other type that is trying to be quantified (Abiodun-Oyebanji 2020). Variables were classified into two categories, they are:

1. Independent variable

The independent variable in this study is the use of small group discussion technique

2. Dependent variable

The dependent variable in this study is reading comprehension.

3.4 Instrument of the Study

To get research data, researcher can conduct tests as an instrument. Where the test is divided into two parts, namely pre-test and post-test (Arisman & Haryanti, 2019). The instrument was one of the important steps were conducting this research. And also instruments as the initial stage in collecting research data. Then, the success of research was largely determined by the instruments used, because data was needed to answer research questions.

The data collection instrument in this study was a test in the form of a reading narrative text. The researcher used test in the form of multiple choice. The test consists of narrative text and there were multiple choice questions with four choices in each question. Students asked to do the test within 30

minutes by choosing one correct answer from four probable answers A, B, C, and D.

3.4.1 Pre-test

The pre-test was given before carrying out the treatment to determine reading comprehension ability given to the two classes, namely the experimental class and control class. In this reading comprehension test, students were given a narrative text with the same title for both classes, namely the experimental class and control class. Students need to read and understand the story for roughly five minutes, then asked to do on multiple choice questions with roughly 30 minutes.

3.4.2 Post-test

Post-test was given after carrying out the treatment which aimed to find out the result of the treatment. This post-test was given to both classes, namely the experimental class and control class. In this reading comprehension test, students were given a narrative text with the same title for both classes, namely the experimental class and control class. Students need to read and understand the story for roughly five minutes, then asked to do on multiple choice questions that were different from the pre-test by being given time roughly 30 minutes.

3.5 Validity and Reliability of the Instrument

In this section of this research instrument consists of validity of the test and reliability of the test which was to check the pre-test and post-test questions.

3.5.1 Validity of the Test

Get suitable data for the purpose of using the measuring instrument (Surucu & Maslakci, 2020). A validity test determines whether the statements in the scale make measurements that were in accordance with the research objective. Testing the validity of a measuring instrument was more difficult but more important than assessing its reliability. For research to produce useful result, a measuring instrument must measure what it determines. The use of validated measuring instruments ensures that the findings obtained as a result of the analysis was valid.

There were two theories of validity. The first was content validity. Bahri (2019) states that content validity is describing the extent to which the questions of a test or instrument can represent the overall and balance behavior of the sample being tested. Content validity measures the degree of a test ability involving the substance of the element to be measured. The researcher asked advisor and English teacher from the school using expert judgment. Then, the researcher told them both above to analyze the test items in the form of multiple choices used in the test. The second was internal validity. According to Sudaryono et al., (2019), internal validity is explaining how far the suitability of something that is observed, measured, and analyzed with validity. The researcher will use SPSS version 25 application.

3.5.2 Reliability of the Test

Reliability is the ability of a measuring instrument to give the same result if carried out at different times. It is definitely not possible for the same

result to be given every time due to differences in the timing of measuring instruments and changes in the population and sample (Surucu & Maslakci, 2020). Proficiency in measuring instruments was an important consideration for better learning outcomes. Furthermore, in this research, researchers can test reliability by conducting an internal consistency test in the form of Cronbach's Alpha.

Table 3.1 Classification of Reliability

Score	Criteria
0.00-0.20	Very Low
0.20-0.40	Low
0.40-0.60	Fair
0.60-0.80	High
0.80-1.00	Very High

(Liliana et al., 2020)

3.6 The Technique of Collecting Data

Based on the result of interview with students in the tenth graders of SMA Islam Sultan Agung 1 Semarang, teachers when teaching narrative text never used small group discussion. Teacher only teaches with conventional method. There were no group activities that can train students to exchange opinions with other students. Therefore, the researcher conducted research in the tenth graders of SMA Islam Sultan Agung 1 Semarang. Then, to collect the data, the researcher attended some steps, as follows:

1. Chose the population of the research, which was the whole tenth graders of SMA Islam Sultan Agung 1 Semarang in the academic year of 2021/2022
2. Chose the sample of the research, there were MIPA 2 as experimental class and MIPA 4 as control class.
3. Tryout
Before giving test, the researcher gave tryout to know the validity and reliability of the instrument.
4. Pre-test
The test was given before giving treatment to measure improve reading comprehension.
5. Treatment
After being given a pre-test, the experimental class got the treatment while the control class did not.
6. Post-test
After being given the experimental class get treatment, both classes got post-test with the aim of knowing the success of the treatment.
7. Every student who has been tested was given a score.
8. Analyzed the result of the research data.

3.7 Scoring Technique

Scoring students based on the characteristics of students in the school (Setiyadi et al., 2019). In this scoring, each number was given one point (1) to a correct answer, the wrong answer was given zero (0), and a question which

not answered was given zero (0). The teacher arranges a scoring rubric with standards that are in accordance with students' thinking abilities. This is so that the standard of scoring was not too high or low. The following table below:

Table 3.2 Rubric of Reading Comprehension Assessment

No	Category	Predicate	Letter Value
1.	Score 85- 100	Excellent	A
2.	Score 70 - 84	Good	B
3.	Score 55 - 69	Fair	C
4.	Score 50 - 54	Poor	D
5.	Score 0 - 49	Bad	E
	Total		

(Setiawan & Ranti, 2017)

3.8 The Data Analysis

To analyze the data, the researcher used quantitative data analysis with data from the pre-test and post-test. Then, collect data on students test result using a statistical approach to find out the significant result of the use small group discussion technique to improve reading comprehension in narrative text in the experimental class and the control class. Firstly, scoring of the test. Then, analyzed the data the standard normality by using One-sample Kolmogorov-smirnov, the standard normality is 0.05. The distribution is normal, if sig (2-tailed) > 0.05, on the contrary, the distribution is not normal, if sig (2-tailed) < 0.05 (Ghasemi & Zahediasl, 2012). After the data was normal, then used the homogeneity test to know that the experimental and

control class have the same ability. After the data normal and homogeneity, this research used the t-test to measure whether the treatment was significant or not. Therefore, the researcher used the SPSS version 25 application.

The hypothesis criteria:

1. When the value of $T_{\text{count}} > T_{\text{table}}$ significant level 0,05, it can be concluded that H_1 is rejected and H_0 is accepted.
2. When the value of $T_{\text{count}} < T_{\text{table}}$ significant level 0,05, it can be concluded that H_1 is accepted and H_0 is rejected.

3.9 The Place and Time

The research conducted at SMA Islam Sultan Agung 1 Semarang. The research time was estimated at the beginning of March 2022 and implemented for roughly one month.

Table 3.3 Time Schedule

No	Date	Activity
1.	9 March – 12 March 2022	Administer all permit processes to conduct research, especially for headmaster and English teacher at SMA Islam Sultan Agung 1 Semarang to the tenth-grade students as research sample.
2.	14 March – 18 March 2022	Carry out the first week of the research
3.	21 March – 25 March 2022	Carry out the second week of the research
4.	28 March – 1 April 2022	Carry out the third week of the research

CHAPTER IV

ANALYSIS OF RESULT AND DISCUSSION

This chapter consists of the profile of the school, respondent of the study, the instrument of the study, validity and reliability, research finding, and research discussion.

4.1 The Profile of the School

This research was conducted on the tenth graders of SMA Islam Sultan Agung 1 Semarang in the academic year 2021/2022. This school is located in Jl. Mataram No. 657, Wonodri, Kec. Semarang Selatan, Kab. Kota Semarang, Jawa Tengah. The research was conducted from March 21 2022 to April 26 2022. Then, SMA Islam Sultan Agung had 63 teachers and there are three English teachers.

SMA Islam Sultan Agung 1 Semarang gives some adequate facilities for the learning process such as classrooms. There are total of 36 classrooms consisting of 12 classes for class X, 11 classes for class XI, and 13 classes for class XII. Then, there are also laboratory room, mosque, library, UKS room, bathroom, canteen, teacher's office, principal's office, administration room, and school yard.

4.2 Subject of the Study

The subject of the research was the tenth graders of SMA Islam Sultan Agung 1 Semarang. The research was conducted by involving two classes. There were the control group which was class MIPA 4, and the experimental group which was MIPA 2. Therefore, the control class consisted of 24 students, and the experimental class consisted of 24 students.

Table 4.1 The Data of the Respondent

Class	Group	Students
X MIPA 4	Control	24
X MIPA 2	Experimental	24
Total		48

4.3 Validity and Reliability of the Instrument

In this of this research instrument consists of validity of the test and reliability of the test which was to check the pres-test and post-test questions.

4.3.1 Validity of the Test

A test is said to be valid if it actually what it is deliberated to quantify (Setiabudi et al., 2019). In this research, the researcher used content validity to decide that the test to be used was valid. Therefore, the researcher gave a test based on the material learned by tenth grade in accordance with the curriculum and syllabus used in the learning process. The researcher used narrative test in reading comprehension which taught by discussing it first with the tenth grade English teacher. Then, the advisor named Nur Ekaningsih, S.Pd, M.Pd and the English teacher named Abdul Muis, S.Pd of SMA Islam Sultan Agung 1 Semarang approved the test instrument to be used in the research. It can be seen in appendix 3 and 4. This was evidence by the presence of a validation rubric by getting a score of 4 means good out of all items in the validation rubric because the questions already fulfill the question criteria. Furhermore, the validity of the instrument was valid and canbe used for the pre-test and post-test.

4.3.2 Reliability of the Test

Reliability in analyzing this reliability test aims to assess students' reading comprehension ability. Liliana et al., (2020) state that if the result is more than 0.60 it can be said that the instrument is reliable. Based on calculation, the reliability of the test consisted 0.495 because the result of the reliability was more than 0.60. Then, it can be concluded that the instrument used in this research was reliable. The following is the result of the calculation below:

Table 4.2 Reliability Statistic

Reliability Statistics	
Cronbach's Alpha	N of Items
.495	30

4.4 Collecting Data

The activities of this research there were:

4.4.1 Pre-test

This pre-test, consists of an experimental class and a control class. The pre-test in the experimental class was given to MIPA 2, the total number of the students was 24 students and the control class was MIPA 4 with the total number of the students was 24 students. The pre-test was carried out on March 29, 2022. Then, to assess students' reading comprehension, they were given 30 multiple choice questions about narrative texts and asked to work individually for approximately 30 minutes. In addition, pre-test aimed to assess students' reading comprehension ability before being given treatment.

4.4.2 Treatment Experimental and Control Class

After both classes were given a pre-test, then the experimental class got treatment which taught using small group discussion, while the control class was not given treatment, only taught using conventional method. The following treatment both of experimental and control class:

1. Experimental Class

In the experimental class there were four meetings, each meeting gets 40 minutes of learning. The students of class MIPA 2 as the experimental class, the total number of the students was 24 students. The treatment experimental class was carried out on April 5, 2022 until April 26, 2022.

The first meeting was held on April 5, 2022. The topic that the teacher discussed about social function and generic structure of narrative text. The first activity was teacher opened the class by greeting the students, introduced themselves to the students and checked the student attendance list. After the teacher opened the class, then divided the students into several small groups, each group consists of 3 to 4 students. Then, the teacher gave material to students and explained the definition of narrative text, social function, generic structure, and example. The teacher gave example of a narrative text “Snow White” for students to discuss the generic structure contained in the text together. Next, the teacher explained what parts have not been understood by students and provides feedback and conclude the material that has been studied that day together.

Second meeting was held on April 12, 2022. The topic that the teacher discussed about language features of narrative text. The first activity was teacher opened the class by greeting the students and checked the student attendance list. After the teacher opened the class, the teacher asked students to back with their groups, then before continuing the next lesson, the teacher asked students to remember last week's material. After that, the teacher gave material about language features and example of narrative texts and asked students to discuss the language features contained in the text with their groups. Then, the teacher gave questions, and students asked to answer these questions by expressing their opinion about the language features in the text. After the students answered the questions, the teacher gave some feedback concerning the students' answers.

The third meeting was held on April 19, 2022. The topic that the teacher discussed about comprehend a narrative text. The first activity was teacher opened the class by greeting the students and checked the student attendance list. Before starting the lesson, the teacher asked the students to remember last week's lesson. Then the next activity the teacher asked students to back to their groups. After that, the teacher gave an example of a narrative text and asked students to analyze the text using small group discussion technique to make it easier for them to improve their reading comprehension because by using small group discussion technique in comprehending the text students do not feel bored and can exchange ideas

with their groups. The last activity, teacher and students can conclude the material that has been studied.

The fourth meeting was held on April 26, 2022. The topic that the teacher discussed about questions and answers of narrative text. The first activity was teacher opened the class by greeting the students and checked the student attendance list. Before continuing the lesson, the teacher asked the students to remember last week's lesson. Then the teacher asked students to back to their groups. The teacher asked students questions about narrative texts, and questions asked to be answered using small group discussion. In order to make it easier for students to improve reading comprehension in narrative texts. In this fourth meeting, the teacher provided evaluations to students after studying reading comprehension of narrative texts using small group discussion.

2. Control Class

In the control class there were four meetings, each meeting gets 40 minutes of learning. The students of Class MIPA 4 as the control class, the total number of the students was 24 students were taught by using conventional method was carried out on April 5, 2022 until April 26, 2022.

The first meeting was held on April 5, 2022. The first activity was teacher opened the class by greeting the students and checked the student attendance list. After opened the class, the teacher gave a description to

students about narrative texts including the definition narrative texts, social function, and generic structure. The last activity, the teacher and students conclude the material that has been studied.

The second meeting was held on April 12, 2022. The first activity was teacher opened the class by greeting the students and checked the student attendance list. Before continuing the lesson, the teacher asked students to describe last week's material. Then, the teacher described the material about language features contained in the narrative texts.

The third meeting was held on April 19, 2022. The first activity was teacher opened the class by greeting the students and checked the student attendance list. Before continuing the lesson, the teacher asked students to describe last week's material. After that, the teacher gave an example of a narrative text and analyzes the text in order to understand the students.

The fourth meeting was held on April 26, 2022. The first activity was teacher opened the class by greeting the students and checked the student attendance list. Before continuing the lesson, the teacher asked students to describe last week's material. The last activity, the teacher provides feedback and evaluates the narrative text material that has been taught to students.

4.4.3 Post-test

This post-test consists of an experimental class and control class. The post-test in the experimental class in MIPA 2, the total number of the students was 24 students and the control class in MIPA 4, the total number of the students was 24 students was carried out on April 26, 2022. In this post-test, students were given 30 multiple choice questions about narrative texts and asked to work individually for roughly 30 minutes. Then, the post-test was carried out after treatment which aimed to determine the increase in students reading comprehension ability after being taught using small group discussion technique for the experimental class and the conventional method for the control class.

4.5 Research Finding

Researcher used the small group discussion technique in this research because it is a learning technique that does not make students bored and students can exchange ideas with each other. The researcher wanted to know the effectiveness of teaching English reading comprehension of narrative text using small group discussion technique to the tenth graders of SMA Islam Sultan Agung 1 Semarang. In addition, the researcher used an experimental class and control class to know whether there was a significant difference in teaching English reading comprehension of narrative text using small group discussion technique and conventional method. Following data analysis as follows:

4.5.1 Analysis of Normality

To find out the standard Normality of the groups, the researcher used One-Sample Kolmogorov-Smirnov Test. It can be proven in the table below:

Table 4.3 Normality of Pre-Test in Control Class and Experimental Class

One-Sample Kolmogorov-Smirnov Test			
		Pre-Test Control	Pre-Test Experimental
N		24	24
Normal Parameters ^{a,b}	Mean	56.42	59.46
	Std. Deviation	4.232	4.961
Most Extreme Differences	Absolute	.176	.168
	Positive	.174	.165
	Negative	-.176	-.168
Test Statistic		.176	.168
Asymp. Sig. (2-tailed)		.052 ^c	.076 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

The table described that the standard analysis of normality Asymp. Sig. (2-tailed) on the pre-test control class was .052, meanwhile pre-test experimental class was .076. This represented that the data acquired was higher than 0.05, it means the data was normal.

Table 4.4 Normality of Post-Test in Control Class and Experimental Class

One-Sample Kolmogorov-Smirnov Test			
		Post-Test Control	Post-Test Experimental
N		24	24
Normal Parameters ^{a,b}	Mean	69.00	78.58
	Std. Deviation	7.593	6.858
Most Extreme Differences	Absolute	.162	.159
	Positive	.162	.145
	Negative	-.146	-.159
Test Statistic		.162	.159
Asymp. Sig. (2-tailed)		.106 ^c	.121 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

The table above define that the standard of normality Asymp. Sig. (2-tailed) on the post-test control class was .106, meanwhile post-test experimental class was .121. This indicated that the data acquired was higher than 0.05. Therefore, the data from post-test control class and post-test experimental class was normal. The curves of data can be seen below:

4.5.2 Analysis of Homogeneity

The test of homogeneity criteria in this research it can be said that the variants are homogeneous if the significance was more than 0.05, whereas it can be said that the variants are not homogeneous if the significance was less than 0.05. The following test of homogeneity table below:

Table 4.5 Homogeneity of the Pre-Test in Control Class and Experimental Class

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Result	Based on Mean	.074	1	46	.787
	Based on Median	.022	1	46	.881
	Based on Median and with adjusted df	.022	1	41.155	.882
	Based on trimmed mean	.076	1	46	.784

Table 4.6 Homogeneity of the Post-Test in Control Class and Experimental Class

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Result	Based on Mean	.587	1	46	.448
	Based on Median	.401	1	46	.530
	Based on Median and with adjusted df	.401	1	45.808	.530
	Based on trimmed mean	.558	1	46	.459

From the Levene Statistic test of homogeneity of variances above describes that Levene Statistic was .587, because the significance of homogeneity was 0.448. This showed that the data was homogeneous because more than 0.05.

4.5.3 Independent Sample T-test

Table 4.7 Independent Sample t-test of Pre-Test in Control Class and Experimental Class

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
	Result	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
	Equal variances assumed	.074	.787	-2.285	46	.027	-3.042	1.331	-5.721	-.363
	Equal variances not assumed			-2.285	44.885	.027	-3.042	1.331	-5.722	-.361

Table 4.8 Comparison of Pre-Test Result in Control Class and Experimental Class

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Result	Pre-Test Control	24	56.42	4.232	.864
	Pre-Test Experimental	24	59.46	4.961	1.013

From table above explained that the mean of pre-test control class was 56.42 with the standard deviation was 4.232. Meanwhile, the mean of pre-test experimental class was 59.46 with the standard deviation was 4.961. Therefore,

from the two classes, the result of sig (2-tailed) was $.027 > 0.05$. Then, it can be concluded that H_1 was rejected and H_0 was accepted because on the pre-test there was no significant difference students' reading comprehension between the control class and experimental class. In sum up, from both classes students have the same ability in reading comprehension.

Table 4.9 Independent Sample t-test of Post-Test in Control Class and Experimental Class

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Result	Equal variances assumed	.587	.448	-4.589	46	.000	-9.583	2.089	-13.787	-5.379
	Equal variances not assumed			-4.589	45.329	.000	-9.583	2.089	-13.789	-5.378

Table 4.10 Comparison of Post-Test result in Control Class and Experimental Class

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Result	Post-Test Control	24	69.00	7.593	1.550
	Post-Test Experimental	24	78.58	6.858	1.400

The table above described that the mean of post-test control was 69.00 with standard deviation was 7.593 and the mean of experimental class was 78.58. with

standard deviation was 6.858. Mentioned that the result of sig (2-tailed) was .000 it can be said that H₀ was rejected and H₁ was accepted because lower than 0.05. It can be seen that students have different mean scores after treatment. Therefore, in the post-test of the both classes there was a significant difference in the mean score of the reading comprehension between students who are taught using small group discussion technique and conventional method. Then, it can be concluded that post-test score in the experimental class was better than post-test score in the control class.

4.6 Research Discussion

The objective of this research was to know whether small group discussion technique was effective to improve students' English reading comprehension of narrative text of the tenth graders of SMA Islam Sultan Agung 1 Semarang in the academic year 2021/2022. The result of this research showed that students' post-test in the control and experimental class there was significant difference. It means that the treatment in the experimental class can affect reading comprehension of narrative text and regarded effective.

Pre-test was given to both classes to know about the students' ability in reading comprehension before being given treatment. The result showed that the mean score of pre-test in control class was 56.42 and the mean score of experimental class was 59.46. Based on the table, it showed that sig (2-tailed) .027 > 0.05 which means H₁ was rejected and H₀ was accepted. It can be seen that there was no significant difference between the mean score of control class and experimental class. Therefore, it is important to do the treatment for both

classes. After doing the pre-test, the students got treatments four times. Then, the students did the post-test to know the result of students' ability in reading comprehension after treatment was given or whether the treatment was effective or not. The result showed that the mean score of the control class was 69.00 and for the experimental class was 78.58. The post-test from both classes were calculated by using t-test. Furthermore, it showed that sig (2-tailed) $.000 < 0.05$ which means H_0 was rejected and H_1 was accepted. It can be said that there was a significant between the mean score of control class and experimental class.

Based on the result, it is proven using small group discussion was effective in reading comprehension of narrative text. There was a weakness factor of this research that students were a little unruly to make small group discussion. However, using small group discussion helped students to improve reading comprehension because students more active in learning process, they can exchange ideas with their group if they have difficulty comprehending the text. Therefore, it can be concluded that using small group discussion technique in reading comprehension of narrative text was effective because the improvement in experimental class was a significant compared to control class. It is proven that students who got treatment by using small group discussion technique got score higher than those who only got conventional teaching in the tenth graders of SMA Islam Sultan Agung 1 Semarang in the academic year 2021/2022.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter, the researcher discusses about the conclusion and suggestion from the research.

5.1 Conclusion

Based on the finding research from chapter IV, it can be concluded that using small group discussion effective to improve students' English reading comprehension of narrative text. From the result of the research describe that there was a significant different post-test in control class and experimental class. It can be proven that the mean score of post-test control class was 69.00 and the mean score of post-test experimental class was 78.58 which was proven by the result of independent sample t-test where Sig (2-tailed) was $0.000 < 0.05$ which means H_1 was accepted and H_0 was rejected. In other words, the score of experimental class higher than control class.

The small group discussion technique was a technique that very helpful for students learning in reading comprehension in narrative texts because students can more easily find main ideas in narrative text. Therefore, the use of small group discussion technique was effective to improve students' English reading comprehension of narrative text at the tenth graders of SMA Islam Sultan Agung 1 Semarang in academic years 2021/2022.

5.2 Suggestion

After conducting the research, the researcher gave some suggestions below:

1. For the teacher

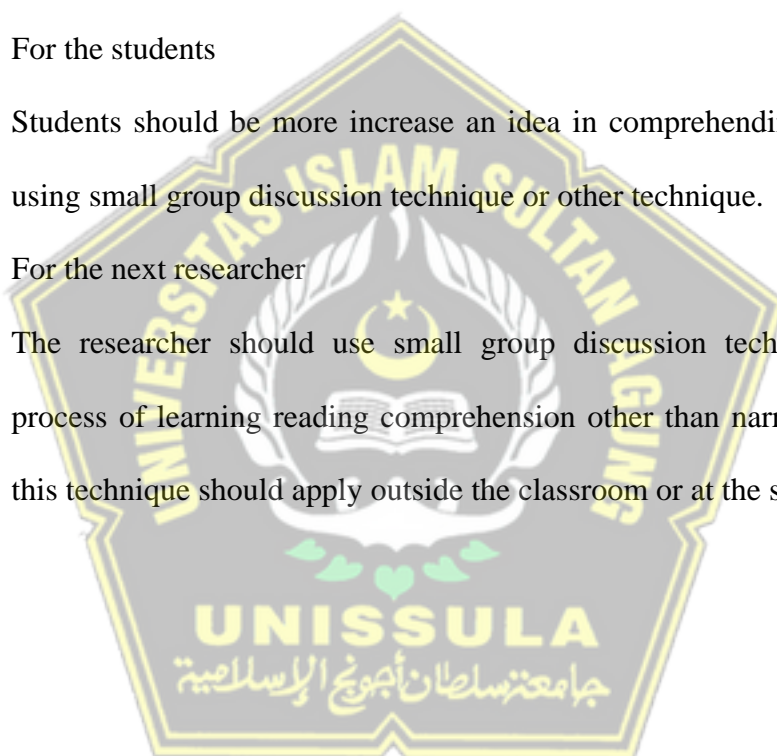
The teacher should be more innovative and creative to teach the material to the students. For example, the teacher ought to apply small group discussion technique in teaching reading comprehension narrative because it is one of the good technique for students to comprehend a text.

2. For the students

Students should be more increase an idea in comprehending the text by using small group discussion technique or other technique.

3. For the next researcher

The researcher should use small group discussion technique for the process of learning reading comprehension other than narrative text and this technique should apply outside the classroom or at the school.



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