

CHAPTER I

INTRODUCTION

This chapter discusses about background of the problem, setting of the problem, limitation of the problem, formulation of the problem, and purpose of the problem. This chapter find the problems faced by students in MAN 1 Rokan Hulu. This chapter will explain more detail and more focus to make the readers easy to understand how to fix the problem. Definition of the key terms discuss about definition of reading comprehension and Small Group Discussion technique. More explanation can be found in the following subchapter.

A. Background of the Problem

Starting junior high school to senior high school, students learn English in formal and non-formal ways. Students realize how important English is in this life, students intend to master it such a way that they can use that language to communicate with other people. Based on curriculum of 2006, the scope of teaching English at senior high schools includes four language skills: listening, speaking, writing and reading. In this thesis, the researcher will observe students' reading comprehension skill through Small Group Discussion technique.

Reading is one of the important skills to improve general skill in English. Mastering reading will help the students to understand and even comprehend well the language. It will help the students to build their skill because having a good reading comprehension skill means that students are able to understand the vocabulary, grammar and the message inside the story or text. According to

Hamra and Syatriana in Andarini (2014), that reading is a key to improve learning outcomes in many fields of study.

According to Tarigan, (2008) reading is a process in which done by reader to get message or information from the writer through printed media. It is very complex process in recognizing and comprehending written symbols which influenced by perceptual skill, decoding, experiences, language background, mind set and reasoning of reader.

Based on the reseacher observation at the Grade XI students of MAN 1 Rokan Hulu, it was found the student have many problem in reading. The first, students of MAN 1 Rokan Hulu had problems in finding main idea, topic sentences, reference and inference from the narrative text. It was also found that the teachers never use Small Group Discussion frequently to teach reading comprehension to the students. This study concern to the way how to solve the problem faced by the students. Therefore,based on those factors above, teachers should attention to use appropriate Small group discussion techniques.

Second, the problems came from the teacher, such as the technique was used in teachng reading. Usually, the teacher only used existing technique such as the students are orderd to read the text loudly the translate the text into Indonesian language. This technique makes students ger bored in reading material. Finally the students are lazy to read.

Third, the problem came from students. The students used to have problem to understand the narrative text such as the could not identify the generic structure of the text sush as the orientation, complication resolution and re-orientation. And then the studfents did not master the vocabulary or have lack vocabulary. These

problem also made them difficult to understand or comprehend the text because many words are new for them. Therefore, especially for the students who had low competence also need long time for thinking, so they are easy to be disturbed by his or her friends and tend to prefer not to think. They preferred play with his or her friends to comprehend the difficult text. And the students are lazy to read English in the text.

Fourth, the problem came from the teacher. Teacher usually asked the students to translate the text individually and only helped by the dictionary. This activity sometimes made the students got bored and most of them could not do it correctly. It is known that to translate the English sentences to Indonesian language cannot be done by using word per word translation method because it will give the difference meaning or context of the sentence.

Based on the problems faced above, the reseacher is highly motivaton to conduct a reseach about “*The effect of Small group discussion toward students reading comprehension on narrative text at the eleventh grade of MAN 1 Rokan Hulu.*”

B. Setting of the Problem

Based on the baground of the problem above, the reseacher found some problems at the grade XI students of MAN 1 Rokan Hulu related to their reading comprehension mastery. First, the problem in this research is finding main idea, topic sentence, reference and inference from the narrative text. Secondly the teacher used conventional in teaching process, it makes the students get bored in reading the text and they become lazy to read. Third , the students have problem

in identify the generic structure of the text such as orientation, complication, resolution, re-orientation. This problem make them could not answer some question given correctly. Fourth , students lack of vocabulary makes them cannot understand the whole content of the narrative text given. Besides , most of them do not have English dictionary makes them cannot memorize all the difficult found on the text.

C. Limitation of the Problem

Based on the setting of the problem above, it is important to limit this research. The researcher limit the object of this research only to find out The effect of Small Group Discussion toward Student Reading Comprehension on narrative text at the eleventh grade of MAN 1 Rokan Hulu.

D. Formulation of the Problem

From the limitation of the problem above, the researcher formulates the research into the question: Is there any significant effect of Small Group Discussion technique toward students' reading comprehension on narrative text at the eleventh grade students of MAN 1 Rokan Hulu?

E. Purposes of the Research

In this research the reseacher to find out what there is an effectiveness of Small Group Discussion technique toward students' reading comprehension skill at the eleventh grade students of MAN 1 Rokan Hulu.

F. Significance of the Research

Related to the objectives of the research above, the significant of the research are as follows:

- a. For students: The researcher hopes that the students be more motivated and attracted to learn English, especially in reading activity
- b. For teachers: The result can be used as a guidance for the teacher to apply more interesting techniques in teaching reading comprehension so that students can get the better result.
- c. For the next researchers: The result of the research can be used as the reference for the new research. Especially for those who will take an experimental research about Small Group Discussion technique to the high school students.

G. Definition of the Key Terms

- a. **Reading Comprehension** : According to Rubin (1997), reading comprehension is a complex intellectual process involving a number of abilities to understanding, evaluating and utilizing of information and idea gained through the interaction between the reader and the writer. it can be concluded that reading comprehension is a readers' ability in understanding, evaluating, and utilizing the text to find information accordance with the readers' purpose. In order to find the information, readers should be able to find the writers' ideas whether it is explicitly or implicitly stated in the text.

- b. Small Group Discussion :** According to Ernest W. Brewer (1997), Small group discussion is a technique that allows presenters to announce the topic or ideas for group discussion among the participants. A small group discussion follows democratic guidelines and allows everyone to contribute many ideas for others and reflect upon.
- c. Narrative Text :** According to Bawick (2006) Narrative text is a text amuse , entertainment and actual or various experience in different ways. The problematic event that leads to a crisis in a resolution. So, narrative text is to entertain the reader.

CHAPTER II

REVIEW RELATED LITERATURE

In this chapter, the researcher puts some theories related to the reading comprehension, Small Group Discussion s technique, narrative text and review of related finding to compare the difference this research paper among several result of some researchers who used techniques in teaching reading comprehension to the students. The researcher puts some theories related to reading comprehension and Small Group Discussion techniques to strengthen the definition of them. The process of this research also can be seen on the figure of conceptual framework to ease the readers in understanding the research.

A. Review of Related Theories

A.1. The Definition of Reading

Reading is very importance activity in human's life. This is due to the fact that people mostly get information through reading. Then reading is the one of four language skill. It is the first direct communication of student to acquire their language development. After students understand of listening and speaking finished study at home, students further go to school where for the first time, they learn to read before writing.

Reading is a process in which done by reader to get message or information from the writer through printed media. It is very complex process in recognizing and comprehending written symbols which influenced by perceptual skill. Decoding, experience, language background, mind set and reasoning of reader (Tarigan, 2008)

According to I.S.P Nation (2009:49), reading is a source of learning and source of enjoyment. It can be a goal in its own right and a way of reaching other goal. As a source of learning, reading can establish previously learned vocabulary and grammar, it can help learners new vocabulary and grammar, and through success in language use it can encourage learners to learn more and continue with their language study. There are two kind of reading, they are:

- a. *Silent Reading*. It is usually used in order to understand the result of reading that is done.
- b. *Oral Reading*. It is saying a written text aloud. This can be done with or without understanding its contents.

From the definitions, the researcher concluded that a reading is not passive process but reading is an active process to know new information which is needed by readers. It is an activity to understand the meaning of written, and not merely word recalling. It can said that reading is a process of perceiving a written text in order to understanding its contents.

In addition, Nuttal in Antoni Rivi (2018) defines reading as the meaningful interpretation of printed or written verbal symbols. It means that reading is a result of interaction between the perception of graphic symbols that represent language and the reader's language skills, cognitive skills, and the knowledge of the world. In this process, the reader tries to create meanings intended by writer

Based on the definition above, it can be concluded that reading is a complex linguistic process in which readers simultaneously use their knowledge of spoken and written language, their knowledge of the topic of the text, and their knowledge of their culture to construct meaning with text. Furthermore, reading is

the most important skill to master in order to ensure success not only in learning English but also in learning in any content class where reading in English is required.

A.2 Aspects of Reading

In reading there are five aspects which help the readers to comprehend the English texts, there are:

a) Identifying Main Idea

In line with McWhorter (1986: 36) in Ahmad, the sentence with that states this main idea is called topic sentence. She adds that topic sentence tells what the rest paragraph is in some paragraph, the main idea is not explicitly stated in any one of sentence. Instead, it is left to the reader to infer, or reason out. In other words, the main idea is the most important idea that author develops throughout the paragraph.

b) Specific Information

Supporting sentence or specific information develops the topic sentence by giving definitions, examples, facts, an incidents, comparison, analogy, cause and effect and quotation.

c) Reference

According to Latuippe (1986: 20) in Ahmad, references are words or phrase used either before or after the reference in reading material. They are used to avoid unnecessary repetition of words or phrases. It means that, such words are used, they are signals to the reader to find the meaning elsewhere in the texts.

d) Inference

In relation to inferences, Kathleen (1983: 31) in Ahmad, states that an inference is an educational guess or prediction about something unknown based on available facts and information. It is the logical connection that the reader draw between his observes or unknown and what he does not know.

e) Vocabulary

According to Wallace (1987: 30) in Ahmad, vocabulary is the stock of word used by the people or person. It means that vocabulary is fundamental for everyone who wants to speak or produce utterances for reading.

Based on the explanation of aspect of reading above, it can be concluded that in this research, aspects of reading consists of 5 things such as: indentifying main idea, finding the specific information, finding the reference, finding the inference, and vocabulary mastery.

A.3. The Definition of Reading Comprehension

Reading is not only to get information but it needs understanding and comprehension to get some points from the text. In this case, reading and understanding are related each other. Reading itself contains the activity to understand the information in the text. In order to understand or to get point from text, we need comprehension for it. Therefore, reading cannot be separated from comprehension.

According to Tarigan (2008), reading is a process in which done by reader to get message or information from the writer through printed media. It is very complex process in which recognize and comprehend written symbols are

influenced by perceptual skill, decoding, experiences, language background, mind set and reasoning of reader.

Comprehension has the same meaning with understanding. It is capability to grasp meaning in a text and also the writer's idea. It is readers' ability to understand the author's message which is influenced by their background knowledge in the topic given by the text. Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It entails three elements: the reader who is doing the comprehending, the text that is to be comprehended, and the activities.

According to Kennedy (1981: 192), reading comprehension is a thought process through which reader becomes aware of an idea, understands it in terms of their experiential background and interprets it in relation to their own needs and purposes. Kennedy adds that reading comprehension is not a skill or ability that can be developed once and for all at any level of instruction. It is a cumulative process that begins in early childhood and continues as long as an individual reads for information. To simplify, reading is not an instant process. The teachers should make it as students' habits.

Lenz (2000) stated that reading comprehension is the process of comprehending involves decoding the writer's words and then using background knowledge to construct an approximate understanding of the writer's message. It means the teachers should give the background knowledge to the students for they understand the main idea of the text.

From the authors' definitions above, the researcher concludes that in reading comprehension the student interprets the words to make meaning of the words can be different for different students. To master the reading skill, students should not only know the meaning of words. They should truly comprehend the whole idea of the passage.

Meanwhile, reading is viewed as an interactive, social cognitive process involving a text, a reader, and social context within which the activity of reading takes place. It means the reader constructs meaning through his transaction with the written text. The transaction involves interpretation which is influenced by his experience, language background, cultural framework and purposes of reading.

A.4. Indicators of Reading Comprehension

According to McWhorter in Usman (2017), in mastery reading, students should know how paragraph are structured, the first thing readers need to know is what the paragraph is about than we have to understand each of the sentences and what they are saying because a paragraph is a group of related sentence about a single topic. there are essential part in comprehending the text Main Idea. In order to become a better and faster reader, recognizing the main idea is the most important skill you can develop.

1. Supporting Details

Supporting details are reasons, examples, steps, or other kinds of factual evidence that explain a main idea.

2. Recognizing Implied and Stated Ideas

Sometimes a selection lacks a topic sentence, but that does not mean it lacks

a main idea. The author has simply decided to let the details of the selection suggest the main idea. Readers must figure out what that implied main idea is by deciding upon the point all of the details make when they are all added together.

Passages that imply an idea give supporting details first. The reader must extrapolate (or makes an educated guess) in order to understand the main idea. In these sorts of passages the main idea is the general statement that all of the details make when they are considered as a whole. The main idea must be general enough that all of the details fit into it.

3. Understanding Relationships That Involve Addition and Time

To help readers understand the main points, authors use two common methods to show relationships among ideas and to make ideas clear. These two methods are transitions and patterns of organization. Transitions are words or phrases (like first of all) that show relationships between ideas. Two forms of transition are words that show: addition, contrast, exception, time or sequence

Addition words tell you that writers are adding to their thoughts. The writers are presenting one or more ideas that continue along the same line of thought as a previous idea. Addition words include: furthermore, additionally, next, in addition, etc.

Contrast words show differences between two or more items being compared. Contrast words include: on the other hand, in contrast, and despite. Exception words point out an unusual or unique feature of one item that is otherwise part of the same main category. Exception words include: however, nevertheless, with the exception of, and in the case of.

Time words provide chronological organization to writing. Time words

include: later, during; and a specific time period such as a decade, a year, a month, a week, or a century e.g. the 90's, or the nineteenth century. Sequential words provide step-by-step organization to writing. Sequential words include next, first, second, after, and before.

4. Understanding Relationships That Involve Illustration, Comparison Or Contrast, Cause and Effect

a. Illustration

Illustration is one method of clarifying our ideas. Writers often use examples and illustrations introduced by a phrase such as *for example* or *for instance* to demonstrate the point they are trying to make.

b. Comparison and Contrast

Comparison shows similarities. Contrast shows differences. Writers often use comparison and contrast together as a way of explaining and or analyzing the relationship between or among items, ideas, or people.

According to the explanation above, the researcher concludes that indicators of reading comprehension in this research consists of supporting details, recognizing implied and stated ideas, understanding relationship that involve addition and time, understanding relationship that involve illustration, comparison, or contrast, cause and effect.

A.5. The Definition of Small Group Discussion Technique

According to Barker, Small Group Discussion (1987: 159) there are three or more people interacting face to face, with or without an assigned leader in such a way that each person influences, and is influenced by another person in the group. Johnson (1975: 78) gives solution that students should be arranged so that each

student can see all other members of his group and can be heard without shouting and disturbing the other groups. Two opposite tendencies exist with regard to the number of people in a group. The larger the group, the greater is the pool of talent and experience available for solving problems or sharing the effort. According to Ernest W. Brewer(1997) step small group discussion:

1. The teacher must prepare before the discussion for it to be successful
2. The teacher is in charge of directing the discussion to get it started, the teacher should ask the participants if they have questions about the topic at hand
3. The teacher summarizes to make sure the participants understand what has been discussed.

Based on the experts' statement above, the researcher concludes that small group discussion technique is a learning strategy by dividing students into a small group consists of 3 or 4 students each to discuss the learning materials given by the teacher. It is purposed to share information related to the lesson and ease the students in solving or answering the questions of the materials.

A.6. Indicator Small Group Discussion

According to Hadriana (2009) are as the following: First, carefully structured. Second, clear expectation and instruction or direction. Third, Help the students learn to think. Fourth, provide benefits: independent thinking and problem solving. Fifth, provide interaction. Sixth, encourage participation. Seventh, provide positive feedback. The last provide nonverbal communication.

A.7. Theory about Small Group Discussion Technique

a. Theory of Transactive Memory Systems

The theory of transactive memory explains how group members, each with their own set of skills and expertise, develop communication networks that help them identify and leverage the skills and expertise of others in the group (Hollingshead, 1998: 73). These network tie to facilitate flows of knowledge within the group, thereby reducing the need for each group member to possess skills or expertise available elsewhere in the group, (Hollingshead, et.al, 2002: 74).

b. Theory of Cognitive Consistency

The theory of transactive memory focuses on what members think other group members know, cognitive consistency theory focuses on whom members think other group members like. Heider's (1958: 9) balance theory posited that if two individuals were friends, they should have similar evaluations of an object. This model was extended and mathematically formulated by Harary, et al (1965: 91).

Based on the explanation above, it can be concluded that two of these theories are particularly relevant for the study of small groups: Whereas both theories focus on group members' cognitions, they differ in their explanation for why group members create and maintain their network ties.

A.8. The Procedure of Small Group Discussion Technique

Nunan in Rahmat (2017) states that the classroom organization does not deal directly with the reading process, or with materials, methods, or approaches

to teaching reading comprehension. Without good classroom organization and classroom management, reading instruction may be totally ineffective. It is enough for teachers to know what organizational patterns and management techniques are conducive in learning. The setting in the classroom is important. Setting here refers to the classroom arrangements specifying or implying the task, and it also requires consideration whether the task is to be carried out wholly or partly in the classroom. For example, an activity involving small groups will be an important factor influencing roles and relationship. In small group discussion, the class has to be in charge in each of the group. Hence, the students might have opportunity to arrange the chairs and tables in order to have communicative class using a small group discussion in the classroom after they get the instructions from the teacher.

In teaching reading comprehension, the researcher uses “Small Group Discussion Technique” as a technique to help the students to comprehend the text easily in group. According to Cristiani and Mintoari (2004:3), the procedures of Small Group Discussion Technique in teaching learning process are providing a topic, forming groups, providing materials, encouraging students to discuss in group, reporting group discussion result to the other group, explaining the materials that was learnt, and answering questions which was prepared.(Experimental class)

1. Teacher provide a title which will be discussed.

Teacher as a facilitator to prepare the material that will be discussed and given to students before the class begins.

2. Teachers guide students in forming small group discussion.

Teacher help students choose the members of the group. Students are divided into several groups based on small group discussion technique rules with three or five students within a group. The teacher made the heterogeneous group includes the characteristics of intelligence, learning motivation, gender, or different ethnic backgrounds.

3. Teacher gives the material about narrative text and the students in each group predict it.

Teacher not only provide the material, but also help students to explain what they should do such as after getting the material each students in group have to prediction by looking at the title of the text first to know what the text about. After they got what the text about, they can discuss their information or knowledge that related with the text.

4. The students discuss a topic in their group and teacher move around the class.

After that finished the prediction activities, they begin to discuss it with their members of their group respectively. In this activity the students have opportunity to communicate each other in order to make the group be more active and comprehending the text. While, the teacher should observe the group discussion to make sure that all members participate in their own group discussion. The teacher also give limitation time when the students should finish the discussion. After they finished in discussion, to make sure that their prediction is true or not they read the text together.

5. Then, each group discusses about their discussion result to another group.

After getting the discussion between members of their own group and got the information of the text, the representative of each group discuss the result of their discussion to another group. The other members in the group may debate, clarify, give opinion, and criticize the result of discussion from another group.

6. The teacher explains about the material.

Teacher help students to explain in details what they have learned and the teacher may give corrections if any.

7. Finally, each student tries to answer the questions that have been prepared in the text.

After discussion between groups and teacher, each student tries to answer the questions individually based on the tasks that have been provided by the teacher . It is better for the teacher to arrange the class to form the group, give them instruction of how to start learning until the class ends. The teacher later gives reward (score) based on the results which have been done by students.

According to Antoni (2014) state that four main steps that can be done in small group discussion in teaching speaking that is:

- Dividing group
- Discussion the respect topic
- Presenting
- Questioning and Answering

Explain the discussion techniques for use in small group discussion are outline as follow:

1. Divide the class into small group of three to six students each. Have one students in each group to write down these points as they emerge from discussion by group members.
2. Allow the group to discuss their respective topic for at least 10 minutes
3. Call on the spokesman of one of the group. After he gives a short presentation class member should question hiim or anyone else in the group in view point expressed.

In Control Class as follow:

- a) The teacher prepares the material about narrative text.
- b) The teacher also prepares about how to deliver the material through ask about background knowledge of the students about the material.
- c) Students read narrative texts and understand the text.
- d) Last, students answer the questions given by the teacher.

A.9. The Advantages and Disadvantages of Small Group Discussion

1. The Advantages of Small Group Discussion

According to Brookfield in Rahmat (2017), the advantages of Small Group Discussion Strategy are:

- a. To engage students in exploring a range of perspectives and discovering new perspectives.
- b. To increase intellectual ability and to encourage active listening.

- c. To increase students' interest and involvement with a topic.
- d. To show students that their opinions and experiences are valued.
- e. To help develop a sense of group identity.
- f. To encourage democratic habits such as valuing participation, respect for others' opinions and tolerance of diversity.
- g. The Students have opportunity to responsibility appropriate their ability.
- h. The Students can improve their ability to lead and be lead by.
- i. Group is excellent way to discuss and work together.

2. The Disadvantages of Small Group Discussion

Besides the advantages of using small group discussion technique in learning, there are also several disadvantages of using it. According Ernest W. Brewer (1997) it can be seen on the list below

- a. Group work often involved smart students only.
- b. The technique need differ arrangement sit and differ teaching strategy too.
- c. Successful technique of this group work suspended to ability students to lead the group or work alone.

A.10. The Definition of Narrative text

Narrative text is the text tell about the imaginary story, there are many types of narrative text like romance, horror and comedy. A narrative text is basically used for entertainment or education purposes. Narrative text is a text amuse, entertain and deal with actual or vicarious experience in different ways. According to Mark Anderson and Kathy Anderson, (2004: 8), narrative is also a

piece of text which tells a story and, in doing so, entertains or inform the reader or listener.

According to Grace (2005: 58), narrative text is deal with problematic events which lead to a crisis or turning point of some kind (climax), which in turn find a resolution. The purpose is to amuse or to entertain and to deal with actual vicarious experience in different ways. The text organization mainly consist of; orientation, complication, and resolution. And the language features related there are; focus on specific and individualized participants, use of material process(action verb), use of relational process and mental process, use of past tenses, and use of temporal conjunctions and temporal circumstances.

According to Kustanti, et al (2009: 23) narrative text is a piece of writing the tells a story. The purpose is to tell a story about something or someone and to amuse or entertain the readers or listeners.

A.11 The Generic Structures of Narrative Text

The generic structures of narrative text are orientation, complication, resolution and re-orientation. According to Gerot and Wignell (1994: 204) state that narrative has a series of actions. They are:

1) Orientation

Sets the scane : when and where the story happend and introduce the participants of the story. Who and what is involved in the story.

2) Complication

Tells of the beginning of the problem which leads to the crisis (climax) of the main participants.

3) Resolution

The problem is resolved, either in a happy ending or in a sad ending.

4) Re-orientation

This is a closing remark to the story and it is optional. It consist of a moral lesson, advice or teaching from the writer.

So, narrative text is to retell a story in the past time and the story can be imaginary or based on real incident. A narrative always start from some problem which lead to the climax and the into turn the resolution of the problem. A summary of characteristics of narrative text is presented in the following table:

Table 1. Characteristics of Narrative Text

Text Type	Purpose	Generic Structure	Language Feature
Narrative	To entertain or to amuse the readers about the story.	1. Orientation (once upon a time, one thousand years ago, a few years ago) 2. Complication (one	1. Use active verbs 2. Use past tense 3. Use conjunction 4. Use pronouns

		day 3. Resolution (fortunately) 4. Re-Orientation (finally or ending of the story)	5. Use specific nouns 6. Use adjective verbs.
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A.12. Kinds of Narrative Text

According to L. Spencer, in *A Step-by-Step Guide to Narrative Writing*. Rosen (2005) In writing a narrative, an author has a chance to make his or her mark on the world by relating a story that only he or she can tell. Whether it comes from a personal experience or is one that the writer has imagined, the point of a narrative is to bring one's subject to life. By using sensory details, the five Ws and H (who, what, where, when, why, and how), and basic story structure, any subject can be made exciting. Common forms of narrative text which are studied in junior high school are:

a. Legend

A legend is a narrative of human actions that are perceived both by teller and listeners to take place within human history. Typically, a legend is a short, traditional and historicized narrative performed in a conversational mode. Some define legend as folktale. The example of legend in narrative text are:

Sangkuriang, Malin Kundang, The legend of Tangkuban Perahu, The story of Toba lake.

b. *Fable*

A fable is a short allegorical narrative making a moral point, traditionally by means of animal characters who speak and act like human beings. The example of fable in narrative text are: mouse deer and crocodile, the ants and the grasshopper, the smartest parrot, the story of monkey and crocodile.

c. *Fairy Tale*

According to Wikipedia, fairy tale is an English language term for a type of short narrative corresponding. A fairy tale typically features such folkloric characters as fairies, goblins, elves, trolls, dwarves, giants or gnomes, and usually magic or enchantments. The example of fairy tale in narrative text are: Cinderella, Snow white, Pinocchio, Beauty and the beast, The story of Rapunzel.

B. Review of Related Findings

In this chapter, there are some of the previous researches which are related to the use of Small Group Discussion techniques which is used to see its effect to some of English skills. The researcher compares the findings of the previous researches with this research. The previous researches are:

Agus Rahmat (2017) on her research entitled "*Small Group Discussion Strategy Toward Studednts' Reading Comprehension of SMAN 11 Bulukumba*" found that The use of Small Group Discussion Strategy is able to improve the students' literal comprehension restricted on main idea and supporting details at the Eleventh Grade Students of SMA Negeri 11 Bulukumba. It was proved by the

students' mean score in experimental class of post-test was greater than pre-test (77,3 > 36,7). The use of Small Group Discussion Strategy is able to improve the reading comprehension of the students. It was proved with the result of the statistical analysis at the level significant 0.05, which it indicates that t-test value was 3.176 higher than t-table was 2.000 or $3.176 > 2.000$. The use of Small Group Discussion Strategy in improving the students' reading comprehension is effective. It was proved with the alternative hypothesis (H_1) there is significant different between the result of pre-test and post-test is accepted. In addition, the null hypothesis (H_0) is rejected.

Nuriadi Ningsih (2017) on her research paper entitled "*The use of Small Group Discussion Method in Teaching Reading Comprehension to the Eighth Grade Students of SMPN 3 Bantul*" found that The result of this research shows that there is a significant difference of students' reading comprehension ability between both experimental and control classes. It can be seen from the mean score in the post-test of experimental class and control class. The mean score of experimental class is higher than the mean score of control class ($70.85 > 51.28$). It is proved by the result of hypothesis testing through Independent samples T-Test. The significant value is lower than $\alpha 0.05$ ($0.000 < 0.05$) which means that the result of this research are considered to have significant difference. Therefore, the hypothesis of this research is accepted. It means that small group discussion method is significantly effective for the students' reading comprehension ability in teaching learning process at SMP Negeri 3 Bantul.

Aulia Rizki Izefti (2018) on her research paper entitled "*The Effect of Small Group Discussion Toward the Eighth Grades Reading Comprehension*" found

that the students more enthusiastic and active in discussion process. Small group discussion can improve the situation in the classroom, which means that the students responses to the learning process more influence after due to the use of small group discussion so that students are more enthusiast and also active. While the results have been found in control classes, students tend to be more passive during the learning process. It is caused by the methods used tend to be more demanding for students to listen and pay attention to the teacher during the learning process takes place. In the control class students only answer questions when the teacher has appointed them to answer the questions that have been given. In fact, not all students who have been appointed have the courage to answer questions that have been given by researcher. This condition is different from that occurring in the experimental class that requires students to be more active in responding to the material given during the group discussion. The researcher founded, there were only 20% of students who have the courage to appear in front of the class. After observing further, 20% of students who have the courage have higher educational support than 80% students. It is because they are taking additional classes outside school hours. Even some students focus on English courses at various official institutions in order to improve their ability to follow the lessons that have been given. The situation also supports the increase in student grades in the control class.

Antoni Rivi (2018) on his research entitled *“Improving Students’ Reading Comprehension of Narrative Text Through KWL at the Eight Grade Students of SMP Negeri 8 Rambah”* found that implementation of KWL could improve students’ reading comprehension of narrative text. The improvement could be

seen from the quantitative study, the result of 8 meetings, interview result and qualitative study, test, observation sheet, interview and field notes. The key point of this research proved by students score and students improvement each cycle by using KWL strategy as the strategy to improve the students reading comprehension of narrative text. The percentage of students' reading comprehension test from the basic test was 42 % to first cycle achievement was 50,8 %. In the second cycle improved significantly was 72,51%. The improvement from basic test to cycle 1 was 8,8% and from cycle 1 and cycle 2 was 21,71%.

Faradina Sari (2016) on her research entitled "*The Effect of Small Group Discussion on Reading Class on Students' Reading Comprehension*" found that The first result of this research showed that t-value was higher than t-table ($10.270 > 2.032$) and the value of significant level was $0.00 < 0.05$. The difference of the mean score between the pretest and posttest was 15.375 (from 69.79 to 85.16). It meant that there was an effect of small group discussion in reading class on students' reading comprehension. The second finding revealed five difficulties that the students faced on comprehending a text namely vocabulary, sentence, phrase, reference, and background knowledge. The implementation of Small group discussion in teaching reading comprehension was able to resolve those difficulties since it required the students to share, discuss, and unite their thought or problem on comprehending the content of the text with other members of the group. In short, it can be concluded that small group discussion technique is a suitable and effective technique which can improve students' reading comprehension and resolve the difficulties on comprehending a text.

According to the findings of the researches above, there are similarities and difference between the purpose among those researches above. First, Rahmat (2017) on her research is purposed to find out the effect of Small Group Discussion technique to enhance students' reading comprehension skill. Meanwhile this research is purposed to find out the effect of using Small Group Discussion technique on students' reading comprehension in narrative text. Second, Ningsih (2018) conducted a research of using Small Group Discussion technique to find out its effect toward students' speaking ability. But, in this research the Small Group Discussion technique is purposed to see its effect on students' reading comprehension in narrative text.

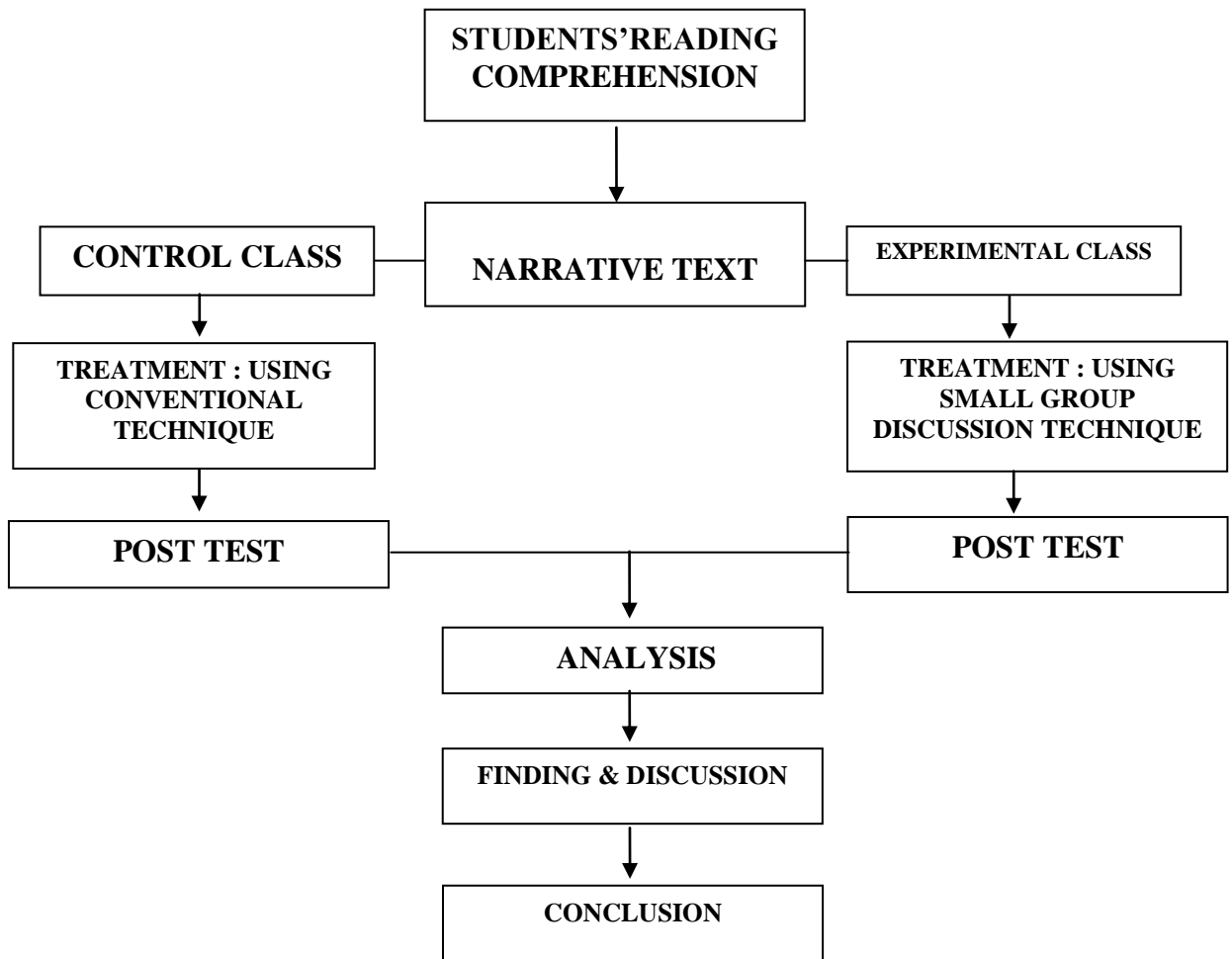
Sari (2016) on her research entitled "The Effect Of Small Group Discussion In Reading Class On Students' Reading Comprehension" found that Small group discussion technique can significantly improve students' reading comprehension. It can be seen from the improvement of mean score from pretest and posttest that is 15.375 (from 69.79 to 85.16). Then, t-value is higher than t-table ($10.270 > 2.032$). Therefore, the null hypothesis (H0) is rejected and the research hypothesis (H1) is accepted. Furthermore, the improvement of students' reading comprehension also can be seen from the students' success in achieving two indicators of successful reading that is catching the meaning of the text and writing the content of the text by paying attention to content and vocabulary. Thus, it can be concluded that small group discussion is a suitable technique which can improve students' reading comprehension. The difficulties that the students face on comprehending a text are comprehending difficult vocabulary, phrase, sentence, topic, and identifying reference. However those difficulties are

considered to be less disruptive and difficult to be resolved. The implementation of small group discussion in teaching reading comprehension is able to overcome the difficulties since this technique provides opportunities for students to share, compare, discuss, and unite their opinions with other members in same group when they try to comprehend the content, certain vocabulary, difficult phrase and sentence, and reference. In brief, small group discussion is an effective technique that can solve problems in reading comprehension.

C. Conceptual Framework

Conceptual framework is a scheme of research will be conducted by the researcher. For this research, the scheme of its conceptual framework will be shown by the following diagram.

Figure 1. Conceptual Frameworks of the Research



Based on the figure above, the process of this research will take some steps such as the researcher will give a pre-test for control class and experiment class. Then, the researcher will use conventional technique in teaching reading comprehension to control class and using Small Group Discussion s technique as a treatment in teaching reading to the experiment class. The researcher will give a post test to see the result of the test and seeing whether there is an effect in using Small Group Discussion technique toward students' reading comprehension or not.

D. Hypothesis of the Research

Hypothesis is a supposition or explanation (theory) that is provisionally accepted in order to interpret certain events or phenomena, and to provide guidance for further research. A hypothesis may be proven correct or wrong, and must be capable of refutation. The hypothesis of this research can be stated as follows:

Hi: There is an effect of the use of Small Group Discussion s technique toward students' reading comprehension on narrative text to the eleventh grade of MAN Rokan Hulu

Ho: There is no any effect of the use of Small Group Discussion s technique toward students' reading comprehension on narrative text to the eleventh grade of MAN 1 Rokan Hulu

CHAPTER III
RESEARCH METHODOLOGY

This chapter explains about the design of the research includes the place will be taken for doing the research, the population and sample of the research, and also the technique in collecting and analyzing the data will be taken at the eleventh grade students of Man 1 Rokan Hulu. This chapter explains about the direction of this research and also the procedure will be taken by the researcher in collecting data. The researcher also explains that in analyzing the data it will be helped by computer application program to find out homogeneity and normality data of the research.

A. Research Design

This research used True Experimental Design, post test only control design. This design there were two groups taken randomly from certain population. Experimental group used small group discussion technique and one group as control no treatment. According to Gay (2012: 249) experimental research the reseacher manipulates at least one independent variable, control other relevant variables and observes the effect on one or more dependent variables. The reseacher choosed one class as experimental class where the student was given a treatment and after that given a post test. The reseacher would like to the reader design of the research as follow:

Table 2. Research Design

R	X	O ₂
R		O ₄

B. Setting of the Research

This research was conducted in MAN 1 Rokan Hulu which is located at Jl. Raya Boter, Rambah Tengah Utara Village, Rambah Sub District, Rokan Hulu Regency started from March until April 2019. The students who joined as the participant of this research was the Eleventh grade students of MAN 1 Rokan Hulu.

C. Population And Sample

1. Population

The population of this research was the Eleventh grade students of MAN 1 Rokan Hulu. The total all the eleventh grade students are 120 students from 6 classes. Researcher only took 2 classes with 40 students where they were divided into classroom. The number of participants followed this research was 40 students. Because this is an experimental research, the researcher divided them into two group such as control class and experiment class.

2. Sample

Sample is share on proxy from accurate population. In this research, the researcher took a sample by using simple random sampling method. According to Sugiyono (2003), simple random sampling can be taken in experimental research because the homogeneity of the population in a research. The procedure of taking the sample is by doing a lottery of which classes was participated in the research. After finding 2 classes to be participated in the research, the researcher did the lottery again to determine which class participated as the control class and experimental class.

There were two classes were used as the sample of the research. From those classes, the researcher used one of them as the control class and another one as the experiment class. In this research, the researcher used random sampling method to determine the class of experimental group and control group of the research. It means that the researcher did a lottery to find out which class as the control or experimental group.

D. Instrumentation of the Research

The test is to know the effect of using Small Group Discussion on student reading comprehension on narrative text at eleventh grade of MAN 1 Rokan Hulu. In this research the reseacher the reseacher use observation and reading test. Then it used to find out the students reading comprehension after applying the technique. The test consist of post test only. The post test used to find out the students reading comprehension after treatment is give teaching with Small Group Discussion.

➤ Reading Test

In this research for post test and treatment was used multiple choice and used some topic in experimental class and control class. The topic from former English teacher, the student read and then the student discussed about the text with their group. Last, students did the assigment given by the teacher.

E. Procedure of the Research

1. The Procedure of the Research in Control Class

In doing a research in control class, there were some activities conducted by the researcher such as conducting the pre-test, giving a conventional technique

in teaching reading comprehension and doing the post-test. The description of those activities can be seen below:

Reaserch Procedure

1. The Research Procedure of Control Class

a. Treatment

There was not any treatment in control class. Students learned in conventional teaching. Students have ordinary ways to reading comprehension. In order word, control class was not taught by Small group discussion technique.

b. Post-test

Table 3.
Blue Print of Research Procedure

No	Meetings	Topics
1	First meeting	A Woman and the Wolves
2	Second meeting	The story of A Smart Parrot
3	Third meeting	Sangkuriang
4	Fourth meeting	Cinderella

2. Research Procedure of Experimental class

a. Treatment

The researcher did the treatment of using Small group discussion technique to reading comprehend a text. This treatment was taken in order to know is there any significant effect on students reading comprehension of narrative text, after uses Smal group discussion technique. Treatment was conducted for four meeting. The treatment will give to experimental class. The steps are :

1.Meeting 1: The first meeting on treatment was the teacher explain about what the narrative text was and then gave more examples of narrative text, and gave

same the exercise that has related with the text. In this meeting the teacher gave topic “A Women and the Wolves”.

2.Meeting 2: Teacher introduced about Small Group Discussion to the students,the teacher had shown the procedure of Small Group Discussion with their material. In this meeting the teacher gave topic “The story of A Smart Parrot”.

3.Meeting 3: In this meeting the reseacher explained about generic structure of narrative text. In this meeting the reseacher also introduced about Small Group Discussion to make the students remember and easy to comprehend the narrative text. Then the reseacher gave some exercises that related to the material. In this meeting the reseacher gave the topic “Sangkuriang”

b. post test

The purpose of giving a post test was to find the effect of students reading comprehension on narrative text after using Small Group Discussion given to experimental class and control class. The topic was” Cinderella”

Table 4. Topics of the Treatment

No	Meetings	Topics
1.	First meeting	A Women and the Wolves
2.	Second meeting	The story of A Smart Parrot
3.	Third meeting	Sangkuriang
4.	Fourth meeting	Cinderella

F. Technique of Collecting the Data

Data collection in this study was through post test. The researcher taught reading comprehension through the use of conventional technique and Small Group Discussion technique as the treatment. Post-test was conducted after the researcher gave treatment or used conventional technique in teaching reading comprehension to the students. It was purposed to see whether there is significant difference between students who get Small Group Discussion treatment and the students who were taught using conventional technique.

G. Technique of Data Analysis

In analysis the data the researcher analyzed and counted the score of post-test of experimental and control group using the descriptive data analysis. It was purposed to answer the formulation of the problems of this research which is to find out the difference score between the post-test of control class and experimental class. In analyzing the result of the pre test and post test of this research, the researcher used the following formula:

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

Notes:

P= Total Score

F= Number correct answer

N= Number of test items

The researcher calculated deviation of post-test in experimental and control group. To analyze the data, the researcher used the statistical test and the

researcher used the SPSS application to calculate the result of the test. To analyze the data about the significant difference before and after of students' reading comprehension between those that will be taught by using Small Group Discussion s technique, the data was analyzed statistically. The independent sample t-test and pair sample t-test was used through using SPSS 20 version (Statistic Package for the Social Sciences).

a. Normality Data

Normality test aims to see whether the data are normally distributed or not, this is used to determine the slope formula. To know the variable X and Y distributed or not. So used the lilliefors test because the data is a nominal data. In this research use the S= standard deviation with calculate opportunity $F(z_i) = P(z \leq z_i)$, calculate the more little of proportion or same with z_i . If the proportion is $S(z_i)$, so : calculate the difference $F(z_i) - S(z_i)$ with absolutely. The bigger absolutely between the difference absolutely get, like the price is L_0 equal with $L_t(a, n)$ if the sample of population is normal so $L_0 \leq L_t(a, n)$ (Sudjana, 2005 : 466).

b. Homogeneity Data

Homogeneity test was used to see whether the two sets of data have a homogeneous variance or not. If both the sample is normal, continue with the second test of homogeneity of variance. To find two classes with the test, have the same basic skills. To find the same variance using the F test (Sudjana, 2005:250).

Calculation of homogeneity using the F test can be done by comparing the F table with F_{count} . If $F_{\text{table}} < F$, then the homogeneous data sets. In analysing the data collected from the test, the researcher will analyze them by using t-test. It will be used to know significance difference between the student's reading comprehension and to know significance effect between in using Small Group Discussion technique.

Once the data was obtained, the data in the statistical analysis using the t test (Student's t) with a significance level of 5%. Applicable testing criteria are : Accept H_0 if where in the can from the distribution list and opportunities with significant level of 5 % . For prices of other t H_0 rejected. To take the all of data, the researcher will use the SPSS. Because, make it easier to find the results calculated data.

c. T-test

T-test was used to find out the difference between scores of pretest and post test taken from the experimental group using Small Group Discussion s technique and the difference between scores of pre test and post test taken from the control group and the difference between the scores of both pre test and post test of the experimental group and control group. The formula is presented as follow:

1. Independent Sample T-test

Parmjit et.al (2006:160) says that Independent sample t-test is used to find the significance of the difference between the means of two samples. Gay (2000:484) adds that the t-test for independent sample is used to determine whether there is a probably a significant difference between the means of

independent sample t-test and dependent sample t-test is used to find out the results of the first and second hypotheses.

The t-table has function to see if there is a significant difference among the mean of the score of both experimental group and control group. The t-obtained value is consult with the value of t-table at the degree of freedom $(df) = (N1+N2)-2$ which is statistically hypothesis:

Ha: $t_o > t\text{-table}$

Ho: $t_o < t\text{-table}$

Ha is accept if $t_o > t\text{-table}$ or there is effect after giving the treatment Small Group Discussion technique toward students' reading comprehension.

Ho is accept if $t_o < t\text{-table}$ or there is no effect after giving the treatment Small Group Discussion technique toward students' reading comprehension.

2. Paired Sample T-test

Paired sample T-test is also known as non-independent sample t-test. Gay (2000; 488) states that for non independent samples is used to compare groups that are formed by some type of matching or to compare a single groups' performance on pre- and post-test or on two different treatments. In this time, paired sample T-test is to find out whether there is significant difference before and after using Small Group Discussion s technique on students' reading comprehension by using the pre-test and post score of the experimental group and control group. After calculating the data, the students' score was classified in to excellent to good, poor to very poor using the following scales:

Table 5. Scoring Level in Students' Reading Comprehension

Level	Score
A. Excellent	85 – 100
B. Good	70 – 84
C. Fair	55 – 69
D. Poor	50 – 54
E. Very poor	0 – 49

The researcher calculated the deviation of post-test of experimental and control group. To analyze the data, the researcher used the statistical test and the researcher used the SPSS application to calculated the result of the test.