THE EFFECT OF SMALL GROUP DISCUSSION TECHNIQUE TOWARDS STUDENTS' READING COMPREHENSION OF DESCRIPTIVE TEXT AT THE EIGHT GRADE OF SMP N 6 SIAK HULU KAMPAR

A THESIS

Intended to fulfill one of the Requirements for the Award of Sarjana Degree in English Language Teaching and Education

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Pekanbaru,8 th September 2020

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ABSTRACT

Apsah Napsiah, 2020. ***The Effect of Small Group Discussion Technique Towards Students' Reading Comprehension of Descriptive Text at The Eight Grade of SMP N 6 Siak Hulu Kampar.***

Keywords: Small Group Discussion, Reading Comprehension, Descriptive Text

The objective of this research was to find out the effect of small group discussion technique towards students' reading comprehension of descriptive text at the eighth grade of SMP N 6 Siak Hulu Kampar. The research design of this research is an experimental research. It was conducted at the eighth grade students in SMP N 6 Siak Hulu. In addition this research consists of two

variables. The first variable is studying before uses of small group discussion technique and the second variable is studying after uses small group discussion technique. The sample of this research is class VII1.1 as the experimental group and class V111.6 as the control group which consists of 30 students the data collection technique that the researcher used to analyzed data is T-test. The researcher has doing the research for eight meeting exclude pre-test and post-test. After analyzing the data, the researcher found Mean score in pre-test experimental was 49,73 and post-test was increase become 71,23. While for control class pre-test was 39,67 and post-test become 44,33. It could be seen the increasing of mean score from pre-test and post test was 21,5 for experimental class and the increasing of mean score from pre-test and post-test in control class was 4,66. This research used SPSS V21 to know the result of the research. Paired test show that the result $t_{observed}$ *higher than* t_{table} *(9,554* $\geq$ *2001) on the level significant 0.000* $\leq$ *0,05 on the level significant 5 % . It means that* $T_{observed}$ *is higher than* T_{table}*. Moreover, the Ha (Alternative Hypothesis) is accepted and the Ho (Null Hypothesis) is rejected. Therefore, there is significant effect of small group discussion technique towards students' reading comprehension of descriptive text at the eighth grade of SMP N 6 Siak Hulu Kampar.*

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CHAPTER 1

INTRODUCTION

1.1. Background of the Problem

Teaching and learning English in Indonesia as the first foreign language which is taught from elementary school until university. It is a must for Indonesian students to learn English as a compulsory subject. Because all Indonesian students have to master their English subject as well as possible to mastering communication skills in English. In the learning process, each student must have goals that must be in it, both short goals and long goals that can make they have a change that occurs after they learn an educational process provided by their teacher.

The students who learn English as a foreign language should be provided with four language skill. Listening, Reading, Speaking and Writing. Besides they also learn English language component as grammar especially tenses, pronunciation vocabulary and so on. The students are expected to master both of language knowledge and their components to improve their ability.

Reading is one of the most basic important skills that should be master, understand and acquire by students. Reading can be a stepping stone for students in order to be success in their studies and in their life. Without an ability to read effectively, students will be losing the opportunities in their education and in their

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real life situation in the future. The ability to read will lead students to gain new knowledge, enjoy the beauty of literatures, and can get pleasure activities such as to read newspapers, magazines, novels, maps, manual instructions, and books. And, then because of reading we can increase ability in other language such as vocabularies and grammar. In reading, students have to realize that aim of reading is to comprehend reading text in their effort to enrich their knowledge.

According to Harmer (2007:199) the readers identify the objectives of reading, they use their knowledge to understand and try to analyze the text they are read. It means, the significance of reading could only be defined in term of who the reader is and the purpose of reading itself. As example, the student aim to get information from news paper written English. Then, they should be mastering reading skill and comprehension from the news paper.

Based on idea above it can be affected that reading involves the internal factor and external factor of the reader. The internal factor means everything which comes from the reader that can result an interaction in the reading process. The external factor means everything, which has relationship with reading material and the environment where the reading is taking place. The most important things in reading are reader itself because the reader must give all attention for reading as a vital medium of communication.

The first important point that is made in the reading process is reading comprehension. Reading with comprehension means understanding what has been read. Comprehension involves understanding vocabulary, seeing the relationship

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among word and concept, organizing ideas and recognizing the author purpose. The purpose of reading is to dig out essential meaning, the central theme, or general information of material. The information may be feeling or emotion expressed.

As one of the language skills, reading should be taught in effective and efficient way. Technique used by teacher should be appropriate to the students' comprehension level. Moreover students' need technique to comprehend English passage well. If teacher does not use any technique, the student will absolutely difficult to understand even identifying the text. Moreover, most of the students probably do not handle reading tasks in an effective way utilizing this technique. There seems to be a common felling that reading should be approached as a skill requiring technique use and teaching students how to use these technique lead to improvement in their reading ability.

Recognize the significance of reading for student, Indonesia government has set or design English curriculum for years. The curriculum name is curriculum 2013. In current curriculum 2013 reading for student at second grade of junior high school students is expected to understand the meaning of short and simple essay of descriptive and recount in written and spoken form (ref KI/KD.3/ 4.7). However this expectation perhaps it seems far from reality.

Based on writer observation during teaching program by observing the student in the process teaching and learning at the classroom, the writer's was found the students had difficulty to comprehend the text especially for descriptive

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text. The first is the students usually find difficulties in finding meaning of vocabulary in text, identifying main idea, identifying references and inference. The student could not create good meaning when reading because they found many unfamiliar/ new words in the text. These problems influenced their ability to read with good comprehension.

For that reason, the writer is interested to apply alternative technique which name of technique small group discussion that makes the student will improve the skill in reading comprehension. According to Ningsih Nurhadi (2017). Small group discussion is process teaching learning that make students interact and share the teaching material as a member of the group that contains of three to five. Through this technique the students not only join in the group but the student must share their knowledge and achieve the goals from the learning activity.

Based on idea above affected the discussion is stimulate student in process achieve the knowledge to exchange information or share they own idea among all member of group and get the feedback from share the idea. On other hand small group discussion make student get opportunities for practice and active because they share the idea face to face with the member of the group.

Similarly, Juan Li (2014). Said, small group discussion it is a method of organizing the class and doing communicative activities in classroom. In group discussion, two to six students are working together for a single task or different parts of a larger task and must be take responsibility for the learning task. Those

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will increase students' understanding of particular topic because they have the responsibility to do the task and finish the task with group work.

Based on idea above, researcher want to conduct a researcher entitle. "**THE EFFECT OF SMALL GROUP DISCUSSION TECHNIQUE TOWARDS STUDENTS' READING COMPREHENSION OF DESCRIPTIVE TEXT AT THE EIGHT GRADE OF SMP N 6 SIAK HULU KAMPAR".**

1.2. Identification of the problem

Reading is one of the most basic important skills that should be master, understand and acquire by students. Reading can be a stepping stone for students in order to be success in their studies and in their life. Without an ability to read effectively, students will be losing the opportunities in their education and in their real life situation in the future and the readers identify the objectives of reading, they use their knowledge to understand and try to analyze the text they are read. It means, the significance of reading could only be defined in term of who the reader is and the purpose of reading itself. Being able to completely comprehend what they read is essential to their ability to learn, perform well on tests and success at school. In fact not all students are able comprehend the reading text. The lack of students reading comprehension can be caused by some reasons. There are some problem can be identifying that:

First, the student usually fine difficulties in finding the main idea from in reading text. They cannot answer the question relating to the main idea. So in this

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case, the writer can be applied small group discussion technique as their solution to reading problem.

Second, the students usually not understand about the material. For example some students difficult to get general and specific information of the text. Sometimes the students confused to know what the general and specific information of the text that's making a student difficult to understand about the text.

Third, the students' usually not able identifying reference and making inference. They are not able to find antecedent of a pronoun, an antecedent is a word or phrase to which a pronoun refers, and they are also not able to locate the reference word and phrase in the passage and the meaning of the sentence through the context of the passage. Furthermore the students are also not able to make inference from the text. The students are not able to make logical conclusion after they read the passage, and they cannot make a conclusion about reading texts' points. This condition will bring the impact of the ability and the score of student in reading comprehension.

1.3. Focus of the Problem.

Based on setting of the problem it is necessary for the writer to focus of the problem only to comprehend descriptive text. Furthermore, there are several techniques that can be applied in process teaching reading for the students. But this study the writer only focuses on the small group discussion technique to

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students' reading comprehension. And then students' ability in understanding descriptive text which indicator is identification and description

1.4. Research Questions.

The research question of this research based on focus of the problem above, the researcher formulated the problem as follow:

"Is there any significant effect of small group discussion technique towards students' reading comprehension of descriptive text at the eighth grade of SMP N 6 Siak Hulu Kampar ?

1.5. Objective of the research

Related to the research question, the objective of this research is to find out whether the significant effect of small group discussion technique towards students' reading comprehension of descriptive text at the eighth grade of SMP N 6 Siak Hulu Kampar.

1.6. Hypothesis

1.6.1 The null hypothesis (Ho)

There is no a significant effect of small group discussion technique towards students' reading comprehension of descriptive text at the eighth grade of SMP N 6 Siak Hulu Kampar.

1.6.2 The Alternative hypothesis (Ha)

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There is a significant effect of small group discussion technique towards students' reading comprehension of descriptive text at the eighth grade of SMP N 6 Siak Hulu Kampar.

1.7. Important of the research

The researcher hopes, the finding of this research will be useful for:

1. To provide meaningful knowledge for English teacher upon the importance applying instructional technique especially, applying small group discussion technique to improve the students' reading comprehension in learning and teaching process.

2. To motivate the students in learning English which in turn helps the student improve their learning achievement in English

3. To enlarge the researcher knowledge of the importance of selecting and applying the suitable instructional technique to improve the students' learning outcome in English lesson.

1.8. Definition of key terms

To avoid misinterpretation and misunderstanding about the topic of this research, it is necessary for the researcher to make define the following terms:

1. The effect here is a process of differentiating existing idea and method along dimension deemed to be of value. (Stringfield 1994)

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2. Small group discussion is stimulate student to process exchange the information or share they own idea among all member of group and get the feedback from share the idea. On other hand small group discussion make student get opportunities for practice and active because they share the idea face to face with the member of the group (Siswanti & Setyaningsih 2012).

3. Technique is the represent ways of presenting language material which the teacher feels are going to do the most good for the largest number of students that is, teacher usually want to maximize efficiency in learning for specific procedure in teaching activity. (Brown Dean James 1995)

4. Reading is an essential skill, necessary for the development and practice of the other skills (Kovacs Gabriella 2018).

5 .Reading comprehensions is among the basic skills that should be taught to children in the first years of elementary school. If they can acquire reading comprehension skills, they can be successful in both school courses and life. (Papatga & Ersoy 2016).

6. Descriptive text is the process of describing done through ordering their characteristics clearly, starting from naming them, classifying them, and dealing with their attributes, behaviors, functions, and so on so that the readers or hearers can possibly notice what the writer is writing about as if they could directly see it through their own eyes. (Noprianto Eko 2017).

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CHAPTER II

THEORETICAL FRAMEWORK

In this chapter there are several theories related to this research to support the idea in theory. They are relevance theories consist: Reading comprehension, Small group discussion, Descriptive text.

2.1 The Nature of Reading

The component of studying and learning language cannot be separated in process teaching and learning is reading because reading the most important things in process to get knowledge, to upgrade some information, and to know what happen in the world from what they are read. According to zare & Othmen (2013). Reading is a cognitive activity process to obtaining information and the reader get the information of the text and readers shift between sources of information, elaborate meaning and strategies, monitor their comprehension, and use the social context to reflect their response.

Furthermore, Khaki Nasrin (2014) reading aimed to get main idea, to get some information, to learn something and to analyze information and get a critical thinking from the idea of information. The task of reader to obtain the meaning that the writer wants to convey. Reading does not only demand students having knowledge and abilities, but also having cognitive capacities.

On the other hand, Pang S Elizabeth (2003:21) defines reading as process to understanding and will give empower to everyone who learns it, they increase

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their vocabulary and knowledge. Based on idea above, the researcher concludes reading is the most important skill for students to get much information. Then reading is process combining idea of the text with their own mind to obtaining idea of the text. In reading not only mouth and eyes but brain must be able to catch the all meaning from the text. In addition reading can be more enjoyable for student if the student can get pleasure in reading. Based on explanation about all definition of reading, so the researcher choose small group discussion technique to increase reading comprehension in descriptive text, because with use small group discussion the process of the student to get of information will be easy to comprehend descriptive text. It caused that this technique is very comfortable to increase student's reading comprehension, especially comfortable to use in descriptive text.

2.2 The Nature of Reading Comprehension

Reading is complex activity that involves both perception and thought. Reading consists of two related process, word recognition and comprehension. Word recognition refers to them process of perceiving how written symbol correspondent to one spoken language. Comprehension is the process of making sense of words, sentences and connected text.

According to Srinawati Wawat (2018) reading comprehension is process get a knowledge and to obtain the massage of the text through the media words or written language. In other words reading comprehension is process of reading to

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convey the idea or massage from the text and need the detail information of the text to get a deep understanding.

Moreover Harmer (2007:101) states that the first understanding of reading is for detailed comprehension. To comprehending the reading text, there are two kinds of reading skill, those are skinning and skimming. In scanning involves a process quickly searching reading materials in order to locate specific information. It means that the reader do not read every word or line. The scanning will be stopped if the readers have found what they are searching for or if the scanning is successful. In skimming is purposed to gain a quick overview the general idea of what it about. The reader will get bogged down may not be able to identify the general idea if they try to gather all the detail at this stage because they are concentrating specifically. The reader chooses the scanning or skimming on what kind of the text they are to get out of it.

Based on explanation above, the process in which the reader tries to understanding the reading by constructing and extracting the words. It is viewed as one of attempts at obtaining information and comprehending the written text is reading comprehension because readings make reader construct and extract of the text.

2.3 The Purpose of Reading

Every reader has different purpose in reading a text. It depends on their want, need, and interest. Readers who read for enjoyment are perhaps reading

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magazine, novel and comics. Meanwhile the reader who intent to gain information, understanding, and knowledge probably reading particular handbook. From this statement Klingner Janette K (2007:104) claim that setting a goal of a reading a text is very important to know what the reader wants to get information before reading can be obtained at the end.

Furthermore according to L. Stoller Fredricka & Grabe William (2013:6-8) said there are two main reasons for reading. There are reading for pleasure and reading for information (to find out something or in order to do something with the information you got). Based on explanation above pleasure means that the reader any literary to make reader's felling happy and comfortable, besides reading for information means the reader get and look information that has been expected previously. In addition there are four purposes that has been classified, they are.

1. Reading to search for simple information and reading to skim it is common reading ability; here the reader scans the text to find out specific of information or a specific word. Meanwhile, reading is the strategy to get a general idea by using basic reading comprehension and guesses the important point

2. Reading to learn from text is process in academic and professional context to require and remembering the main idea and supporting idea, making a relation's with reader's knowledge. These processes bring stronger inference it is to help remember.

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3. Reading to integrate information, write and critique text is activity needs critical evaluation when the reader integrates and decides the information that they want. Then in involves abilities such as composing, selecting, and making critique from the text.

4. Reading for general information is can done by fluent reader very fast and automatically in the processing word, and effective coordination in many processes of the text.

Based on all definition about reading purpose above it can be conclude that reading is an activity or process with many purposes as long as the purpose of reader itself could be for enjoyment activity and could be get information, such as the purpose to make the reader get their idea through the text

2.4 Components in Reading Comprehension

The component in reading is very important to see how far we understand about reading text. According to Oliviayanti Ika (2015) there are five components of reading comprehension in general the reader has to be able and understand. Those are main idea, factual or details information, vocabulary, referent and inference.

1. Main idea is telling the general information about the text. Reader should know and find out the main idea of the text can be searched by connecting the other information in the text that related to support the ideas we assume.

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2. Factual or Detail Information is information of text is very detail about the text and usually answer of 5W 1H questions to get a specific information in reading goals. The process to get all information of text can be done by scanning is the way to search some information of the text.

3. Vocabulary is the process to identifying and guess of word or phrase to get a meaning of the word from the text but not all the word or phrase can be defined because the word or phrase have different meaning when they join with other words and become sentence therefore reader must be learn how to interpreting meaning of the text.

4. Referent is repeating the same word or phrase several times, after it has been used and often used to find out the words that refers to such as pronouns, such as she, he, it, they, this, her / him, and many others. Reference also pointer to the reader to find the meaning of word and help the reader in interpreting information and avoid the misunderstanding.

5. Inference is implicit information based on from the text. Therefore a reader make conclusion from implicit information available on the text or draw the conclusion based on the text.

Furthermore, the all components mentioned above are need to be understand by reader to achieve a better understanding from the text being read. Without those components, the reader will have difficulty to comprehending the reading text. One way to increase the reading comprehension skills is by discussing the reading text with a small of group members.

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2.5. Small Group Discussion

Small group discussion is one of technique that usually calls cooperative learning methods in process teaching and learning at the class. The focused of technique is on students' activity in learning to work together and helps each other. Moreover the teacher will give same task to every group and they have found the correct answer. According to Sharan Shlomo (2012) the idea of cooperative learning group method emphasizes that students must work together to learn and take responsibility for their own learning and also the learning of others. Furthermore the student learning group method also emphasizes the use of group goals and group success, which can only be achieved if all members the group studies the object being taught.

In addition small group discussion can be as one of the alternative technique to implement at the classroom to increase students' understanding to better and deeper as well as ego-enhancing, creative and can be exciting for student in learning activity. According to Harris & Sherblom (2008:4-5) that small group discussion is as a communication between one people and another people to stimulate sending and receiving information among group members over period of time.

Based on idea the researcher concluding small group discussion is transactional process achieve and shared the information among group members this technique will give stimulate for group to share the information continually

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by all the members of group because they do communication between one people and another.

According to Haryanti & Arisman (2019) small group discussion is process teaching and learning that consists from three or more people of members of a group to deliver the messages of information to another people and influence them to interacting face to face without fear and embarrassment to answer the question and complete the task.

Based on idea above it can conclude small group discussion is process exchange the information of each other, share opinion and idea in the group to solve the problem with work together and influence other people want to actively participate in small group discussion to answer the question and complete the task without fear wrong about the idea or task.

According to Dalkou & Frydaki (2016) the small group discussion is one of the cooperative learning method that this technique refers to a variety of teaching method in which student work in small groups to help one another learn academic content.

Based on idea above it can be conclude working in small group is considered fundamental part of academic learning in learning process and small group work also provides both high and low-achieving students' with the opportunity to succeed academically without peer contempt.

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2.6. Characteristics of Small Group Discussion

The character of small group discussion is the presenters announce the topic that will be discussed in the group. According to Gibson Jonathan (2010:4) small group discussion helps participants become aware of the diversity of opinions on a topic. It also allows participants to realize the complexity of topic when they went into discussion to serve the intellectual, emotional, and social purpose. Typically of student students in a small group will find out new information about the content of the module (from you, from their peers and from materials distributed in class); they will explore and develop their own ideas about the material in discussion; and in doing so, they will respond to 'feedback' (responses to their ideas) from their classmates and from their lecturer.

Students' who engage in small group discussion will are given task to be completed. According to Gooding and Stacey (1993:61) said however described this task will be different from others cooperative teaching technique because the design of task not concern on solving a problems and the task is unstructured no order for tackling the problem was implied. In addition all the members of group discussion have the same opportunity to discussion because this kind of discussion there is no rules to attach and not unstructured.

Moreover Myers and Anderson (2007:7-11) the characteristic of small group discussion is consist into two characters primary and secondary characteristic. The size of group is consisting five until seven members. Members and tasks completion has interdependence with the main features of small group

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discussion. Furthermore, behavioral and social communication as a powerfully influence group member behavior and become identity of members- nonmembers in each group is the secondary features.

2.7. The Procedures of Small Group Discussion

In teaching learning process there are step to start process learning activity in the class. According to Cristiani & Mintohari (2004:3) there are six steps 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 other groups, explaining the materials that was learnt, and answering questions which was prepared:

1) Providing a topic.

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

2) Forming groups.

Teacher help students choose the members of the group.

3) Teacher gives the materials.

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 o 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.

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In this activity the students have opportunity to communicate each other in order to make the group be more active and comprehending the text.

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 critic the result of discussion from another group.

6) Explaining the material that was learnt.

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

7) Answering a question which was prepared.

After discussion between groups and teacher, each student tries to answer the question individually based on the tasks that have been provided by the teacher.

2.8. The Advantages of Small Group Discussion in Teaching Reading Comprehension

Applying small group discussion has several advantages for learners, especially in reading. On the following are small group advantages based on Brewer, Ernest W (1997:27).

1. All participants in the group can participate.

2. It is good way to get participants interested in a topic.

3. Participants may more easily understand another participants' explanation than a presenter's explanation.

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4. The presenter can identify participants who need assistance.

5. The presenter can identify individual opinions about the topic

6. It helps the participants see relationship among ideas or concepts related to the topic at hand.

Based on statements above the writer says that the use of small group has many advantages in teaching learning process because it can motivate and develop student's skill, especially in reading. Small group discussion also can develop student learning outcome.

In other source there are many advantages of the small group according Jefrries, & Hugget (2010:27).

1. Production of higher quality work

2. Better decision-making than as individual

3. Undertake more complicated tasks or projects

4. Integration of several learning processes such as talking, listening, writing, and reading

5. Opportunity to experience and observe other group members

6. Expand the repertoire of learning strategies

7. Break down the isolation

8. Ease the distinction between teacher and student.

Based on statement above learning activity with small group discussion promote the students' for active in learning activity process and in turn may make

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a difference in fostering higher order cognitive skills in the learners because students work in the members of the group to get a good result.

2.9. Role of Teacher's in Small Group Discussion

Teacher's role in this activity is as a facilitator for student. According to Umiyati (2011:11) describe the teacher contribution in process teaching and learning with this technique is to give their consent and support, assisting students who have problem in group to make them confident to share and deliver their opinion, ensuring students' discuss in target language it means teacher make the student achieve the target of language that they are learn , and controlling students' interaction as well as contribution in group discussion so that there is no dominant or submissive members of the group. Moreover controlling is very important to teacher to know the ability of student in learning with the group.

2.10. Group Formulation in Small Group Discussion

Before arrange student into small group, there are decision to be considered such as students' ability, needs, individually, choice, and interest. According to Weeb. M, Noreen (1982) in formulation of the group teacher can use mixed -ability of group. This formulation will mix between high ability students' with low ability student to see there are team work.

Based on statement above strengths can be used as a factor to arrange students in groups, but each student has to be situate into a group that is not their

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own level, ability and the alleviate one. Because when they have same ability, same level in same group the group will be difficult to active in group discussion.

2.11. The Nature of Descriptive Text

In this study the researcher focuses on descriptive text which is relevant to the syllabus used in second grade-junior high school. According to Noprianto Eko (2017). descriptive text is a text describing something like particular person, animal, place or event to reader. "It means that is designed specifically a person, a place, or things. In addition the process of describing characteristics must be clearly, starting from the namely, classifying, behaviors, function and so on that the readers see or hearse can easy to notice what they are talking or writing.

In addition Fitrawati & Vabiola (2018) descriptive text gives description of the text that describe something in order the reader or listener are able to get the same sense as what the reader experience for instance smell, sound, feel, look of things. This text should describe what thing looks like not based on speaker opinion only.

Based on explanation above description text can helps the reader through his/her imagination to imagine that scene of person, animals, place and event to make them understand a sensation or emotions. This is very important to make readers knows and understand the real sense that describing in descriptive text.

Moreover Purwandari Mustika (2017) descriptive text is kind of the paragraph Thus, descriptive text is a kind of genre which is used to describe a

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particular person, place, activity, idea or thing which is drawn in word from both speaking and writing. In other words descriptive text is process to describe something with speaking and writing as long want you need to show that want you want.

Based on the idea, the writer conclude the descriptive text is that process given information to reader about person, animal, place or events and give a point of view because transforms our felling and extend our experience can be describe with speaking or writing as long as you need. Lastly description text helps the reader through his/her imagination to understand session or emotion in descriptive text.

2.11.1. The Purpose of Descriptive Text

As social a beings, we want to share our experience to other people, so we write and talk to others to describe things such as vacation, childhood, animals, and people around us. We even use persuade others to think or act particular ways: agents travel describe locales to entice us to visit them, advertisers describe the product to invite customer to buy they are product, and real estate agents describe properties to stimulate a desire to see them. Moreover description is important us to entertain, express feelings, relate experience, inform and persuade.

Although description is most often expensive, so it most often helps writers share their perceptions it can serve a variety purposes. As human beings,

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we have a compelling desire to connect with other people to share our experience with other people.

2.11.2. Generic Structure of Descriptive Text

Reading text describing person or things has a characteristic in its organizing. According to Nopranto Eko (2017), classified descriptive text become two aspects in a description text, they are identification and description. Here the explanation.

a. Identification

Identification introduces the thing as a first step in beginning structure of the description text. Thus in the identification section the reader identify what is the object will appear. According to Napitupulu Selviana (2014) identification is described or introduces the something in general as the first part in this text initially.

b. Description

Description, on the other side, is structured to describe that participant from its characteristics, appearances, personality, and habits or qualities. According to Firawati&vabiola (2018) description is the detail of object that will be described. It means that this part contains that figure that the writer describes.

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Furthermore Sriyati (2019). Classified the indicator of reading comprehension of descriptive text is identification and description. In identification introduce the topic about main ideas and meaning of word discuss about understanding of the generic structure about topic and description is give the factual information about topic and characteristic about the topic to make reader comprehend and understand about the topic.

Title	**Yogyakarta**
Identification	Yogyakarta is one of the nicest places I have ever visited. It is a city in south of Java Island. It is a popular holiday resort for people who like cultural and historical sites. The main idea is Yogyakarta is good place to visit.
Description	Yogyakarta is a small city but there are lots of different things to see. There are many temples in the province, such as Prambanan, Kalasan and Sambi Sari. There are also two palaces that we must not miss, Hamengkubuwono and Paku Alam palace. Yogyakarta is a tropical city. There are lots of palm trees and other tropical fruit trees. There are also beautiful beaches, such as Parangtritis, Krakal, Kukup, Glagah. It is not difficult to get around the city at the day because taxis and buses are easily found. Unfortunately, there is no bus in the evening. The only way to see the nightlife of the city is by taxi, but it is rare at night. I like Yogyakarta because it's a beautiful and peaceful city. I would like to visit it again one day.

2. 11.3. Language Feature of Descriptive Text

According to Maxom Michelle (2009).Proposed that language features text have purpose to realize the information or effective message based on the use

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grammar. There are language features which can be found in descriptive text as on the following characteristic:

a. Focus on specific participants as the main character;

b. Use present tense as dominant tenses;

c. Use linking verbs or relational process frequently (is, are, has, have, belongs to) in order to classify and describe appearance or qualities and parts or functions of the participant);

d. Use action verbs or material process and behavioral process in giving additional description regarding action and behavior done by the participants in text;

e. Use mental verb or mental process when describing feelings;

f. Use adjectives and adverbs to add information to nouns (participant) and add information to verbs (actions) to provide more detailed description about the topic;

g. Use adverbial phrases to add more information about manner, place, or time and sometimes realized in embedded clause which functions as circumstances.

2. 12. Previous Studies of Small Group Discussion

Based on research entitled "The Effect of Using Insert Strategy and Motivation on the Reading Comprehension of the Second Grade Students of SMPN 11 Sijunjung West Sumatera by Sriyati (2019). This study aims at finding out whether INSERT (Interactive Notation System to Effective Reading and Thinking) strategy and motivation significantly affect the students' comprehension in reading descriptive texts. This is a quasi-experimental research

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using a factorial design. Two classes (VIII.4 and VIII.1) were taken as the sample selected through a cluster random sampling technique. Class VIII.4 was selected as the experimental group taught by using INSERT strategy, while Class VIII.1 was selected as the control group taught by using a conventional strategy (small group discussion strategy). The data were taken from both pre-test and post-test. The results of data analysis showed that the second grade students of SMP 11 Sijunjung who had high motivation and were taught by using INSERT strategy had significantly better reading comprehension on descriptive text than those taught by Small Group Discussion strategy. In addition, it was also found that there was no interaction between teaching strategies (INSERT and small group discussion) and students' motivation toward students' reading comprehension on descriptive text.

In Umiyati (2011): The Effectiveness of Using Small Group Interaction in Teaching Reading Comprehension at The Seventh Grade of SMP Suman Bonang Tanggerang. This research it was an experimental research on the application of small group discussion in Tanggerang to 40 seven-grade junior high school students. The result of this research showed that students who teaching reading comprehension by using this technique have significant different with who teach by using whole class technique.

Based on explanation above, researcher used the quantitative research and focused on impact of small group discussion technique in teaching. It can be said that after the use of small group discussion technique, students' score more likely

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show improve. This possibly indicates the technique gives a positive outcome of students' after given this technique in teaching and learning process.

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CHAPTER III

RESEARCH METODELOGY

In this chapter, the researcher discussed about research method, research location, population, and sample of the research, source and kind of the data, research instrument, technique of data collection and data analysis.

3. 1. Research Design

This research was an experimental research which concerned with two variables. The independent variable was small group discussion technique and dependent variable was reading comprehension achievement. The research was intended to analyze and interpret a certain population by means of looking at the differences between by applying small group discussion technique and without applying small group discussion technique. They were two group, experimental group and control group. According to Muijs (2004:13) experimental design is" an experiment which can be defined as a test under controlled condition that is made to demonstrate a known or truth and examine the validity of a hypothesis. Quantitative method used statistical method to analyze the data. Moreover Craswell (2003:42) experimental research is seeks to determine if a specific treatment influences an outcome a variation on between group design involves using two or more treatment. The researcher assesses this by providing a specific treatment to one group and with holding it from another and then determining how both groups scored on an outcome.

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The framework of the research can be seen on the bellow

Group	Pretest	Treatment	Posttest
A	X1	T	Y1
B	X2	NT	Y2

Where:

E: Experimental group

B: Control group

X1: The pretest for both two group

X2: The posttest for both two group

T: Treatment

NT: No treatment

3.2. Research Location

This research will be conducted at SMP N Siak Hulu Kampar It is located at Jl.Kayu Ares, Tanah Merah, on February 2020, in academic year 2019/2020.

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3.3. Population of Sample

In this part, the researcher discussed about population and sample of the data collection.

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3.3.1. Population

The population of this research is students who are in eight grades at SMPN 6 Siak Hulu. In this school, second grade students are divided into 6 classes. The average of each class consists of 30 students. Therefore the total of population of this research was about 176 students. The eight grades was chose by researcher because the type of the text being experimented was taught in this grade.

Table 3.3.1. Table of Population

No	Class	Population
1.	VIII.1	30
2.	VIII.2	30
3.	VIII.3	29
4.	VIII.4	29
5	VIII.5	29
6	VIII.6	30
Total Population		**177**

3.3.2. Sample

A sample is part of the population being examined at the time of research thus; the sample of the research should be less than the population. The sample must have the characteristic which represent all the population being observed in the research. In other words, the sample is individuals or cases from a population. It enables the research to collecting and organizing the data more effectively and practically.

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Since it is an experimental research design that consists of two group with different treatments, the writer decides to equal amount of the students to be sample of the research.

Table 3.3.2

The Sample of This Research

Class	Students
VIII.1	30
VIII.6	30
Total Sample	**60**

3.4. Research Instrument

The research instrument of this research used for undertaking reading text to the answer test. According to Gonzalez (1996. p. 17-18). Said the test can be used as a feedback for student since it consist information of development in teaching and learning process. In this case reading test there are 30 items of multiple choice to indicate students' ability in reading comprehension of descriptive text. Moreover the pre-test will be given before teaching and learning.

Table 3.4

Indicators of Descriptive text

Variable	Indicators	The classification of terms
Description Text	**Identification**	**Finding information of the object and main idea**
	Description	**Finding information about feature or character of the object, and factual information**

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3.5. Research Procedures

3.5.1. Research Procedure of Experimental Group

a. Pre-test

Before treatment the students in experimental group is given pretest. The purpose to know the ability of the students reading comprehension before treatment.

Table 3.5 Blue print reading comprehension of descriptive text according to Sriyati, S.et al. (2019)

Variables	Indicator	Number Items
	1. Finding the meaning of word	3, 24, 28, 30
	Understanding Generic structure:	
	Identification	
	2. Finding Main Idea	1,4,6, 10, 19, 20
	Description	
	3. Finding Factual Information	2, 5,7, 8,9,11,12,17 13, 14, 15, 16, 18, 21,29
	4. Characteristic	22, 23, 25, 26, 27

b. Treatment

After giving the pre-test, the researcher begins to do treatments of using small group discussion technique to the students in comprehending reading in descriptive text. In the treatment, the researcher taught all about the problems in reading comprehension in descriptive text at experimental class by using small

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group discussion technique. Every meeting the researcher always gave the explanations about descriptive text to the student. And not forget the researcher gave some examples in while teaching and a task in post teaching. So that, the students could understand about the problems in reading comprehension in descriptive text and they could did the reading comprehension test well.

Table 3.6 Teaching Activities in Experimental Group (Treatment)

No	MEETING/ TOPIC	TEACHER ACTIVITY	STUDENTS' ACTIVITY
1.	First Meeting/ Pre Test		
2.	Second Meeting/ Descriptive Text	• Greeting • Attendance List • Motivation • Teacher explains about descriptive text, generic structure of descriptive text, language feature of descriptive text • Teacher explain and applying small group discussion • Teacher divide student into five groups	• Student response teacher's greeting • The student are listening carefully and understanding about components of descriptive text • The students listen about step-step of small group discussion technique
3.	Third Meeting/ Place: Pekanbaru	• Greeting • Attendance List • Motivation • Teacher explain about reading components in descriptive text • Teacher explain about how to	• Student response teacher's greeting • Students sit with their group • Students listen and understand about the reading components • Students identifying the factual information

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		identifying the factual information in the text by using small group discussion technique • Teacher gives some example of descriptive text • Teacher asks one by one randomly each groups answer the teacher's question	in the text • The students in their group response and answer the teacher's question
4.	Forth Meeting/ Person: Larry Page	• Greeting • Attendance List • Motivation • Teacher explain about how to identifying main idea the text by using small group discussion technique • Teacher gives some example of descriptive text • Teacher asks one by one randomly each groups answer the teacher's question	• Student response teacher's greeting • Students sit with their group • Students listen and understand about the main idea in the text • Students identifying the main idea in the text • The students in their group response and answer the teacher's question
5.	Fifth Meeting/ Animal: Elephant	• Greeting • Attendance List • Motivation • Teacher explain about how to identifying the meaning of vocabulary in the text by using small group discussion technique	• Student response teacher's greeting • Students sit with their group • Students listen and understand about the meaning of vocabulary in the text • Students identifying the meaning of vocabulary in the text

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		• Teacher gives some example of descriptive text • Teacher asks one by one randomly each groups answer the teacher's question	• The students in their group response and answer the teacher's question
6	Sixth Meeting/ Lake: Toba Lake	• Greeting • Attendance List • Motivation • Teacher explain about how to identifying reference in the text by using small group discussion technique • Teacher gives some example of descriptive text • Teacher asks one by one randomly each groups answer the teacher's question	• Student response teacher's greeting • Students sit with their group • Students listen and understand about the reference in the text • The students are finding the reference in the text • The students in their group response and answer the teacher's question
7.	Seventh Meeting/ Plant: Aloe Vera	• Greeting • Attendance List • Motivation • Teacher explain about how to identifying inference in the text by using small group discussion technique • Teacher gives some example of descriptive text • Teacher asks one by one randomly each groups answer the teacher's question	• Student response teacher's greeting • Students sit with their group • Students listen and understand about the inference in the text • The students are finding the inference in the text • The students in their group response and answer the teacher's question

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8.	Eight Meeting/ Post Test		

c. Post- test

At the last meeting, the researcher will give post-test to the students. Post-test is held to figure out whether there is any different achievement after the students are taught and learn by using small group discussion technique. Test consist of 30 items which test in terms of descriptive test, and in form of multiple choice. The type of test same with pretest.

3.5.2. Research Procedure of Control Group

a. Pre-test

The number of students who followed the pretest consist 29 students the test type of the multiple choice form.

b. Teaching Activity

The next meeting the main subject materials which is taught from textbook. In teaching learning process each student is treated without giving small group discussion technique.

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c. Posttest

Conducted the post-test after teaching and learning process for a month. Consists of 30 items which test in term of descriptive test, and in form of multiple choices. The type of test ids some with pre-test.

3.6. Data Collection Technique

3.6.1 Pre Test

In the pretest, the writer gave some exercise to experimental group and control group. The topic and the exercise were same. The purposed of the pretest is to know the ability of the students' in reading comprehension of the text. After the pretest, the writer wants to know about students' reading comprehension and gave the treatments to experimental group. For the control group, the writer didn't give the treatment. They would study as usual with their English teacher in the class.

3.6.2. Treatment

In the treatment, the writer taught all about the problems in reading comprehension an experimental group by using small group discussion technique. Every meeting, the writer always gave the explanations about reading comprehension of descriptive text to the students. And not forget the writer gave some example in while teaching and a task in post teaching. So that, the students

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could understand about the problems in reading comprehension and they could did the test of reading comprehension about descriptive text well.

3.6.3. Post Test

In the post test, the writer gave back some exercises to experimental group and control group. The purpose of the post test was to found out is there is a significant effect of small group discussion technique towards students' reading comprehension of descriptive text at experimental group.

3.7. Data Analysis Technique

In this study, the writer collected the data by distributing the best to the students. The technique of collecting the data divided into two ways pre-test and pot-test. The test consists of four passages which each passage contains four questions that related the passage. It was a multiple choice test that related to the reading text. The data will collect and will be analyzed by using statistic SPSS Version 21 the following will be used.

1). To find Mean score, Standard Deviation and Variance the researcher collected the data by SPSS Version 21 for experimental and control group to get the result

2). Normality, Homogeneity and Sample Paired Test the Researcher used SPSS Version 21 for experimental and control group to get the result from the data.

According to Anas Sudijono (2018:316). The alternative hypothesis was accepted if t_o is greater than the value of t_1. However, if t_1 was greater than t_o the

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alternative hypothesis was rejected. It means If the value of t-calculated is bigger than the value of t-table, the alternative hypothesis is accepted. Conversely, if the value of t-calculated is smaller than value of the table, the null hypothesis is accepted. There is significant difference in students' reading comprehension after being taught by using method to teach reading.

$t_{obs} < t_{table}$: Ho Hypothesis is rejected

$t_{obs} > t_{table}$: Ha Hypothesis is accepted

3.7

The students' range score classification in reading comprehension of descriptive text according to Sudijono (2018).

No	Classification	
	Score	**Level of Ability**
1	81-100	Excellent
2	61-80	Good
3	41-60	Average
4	21-40	Poor
5	0-20	Very Poor

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CHAPTER IV

THE PRESENTATION OF RESEARCH FINDING

In this chapter, the writer would like to present research finding dealing with the data analyze and interpreted, which have been taken from given pre-test and post-test of two groups, experimental group and control group. That will show the students' score increase from pre-test to the post-test of the sample in order to find out whether there is significant effect of small group discussion technique towards students' reading comprehension of descriptive text at the eighth grade of SMP N 6 Siak Hulu Kampar.

4.1. Data Presentation

This research was conducted to know the effect of small group discussion technique to improve reading comprehension of descriptive text at the eighth grade of SMP N 6 Siak Hulu Kampar. A set of test was to find out the score of students' achievement in reading comprehension of descriptive text at. The research is classified experimental group and control group that is quantitative research. Therefore the data of the research, there are the result of both of test.

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4.1.1. The Result of Pre-Test

Before giving treatment, the writer had given pre-test to the sample students. It was done to know the ability of students' reading comprehension. The writer presented the students' reading comprehension on pre-test as follows:

Table 4.1

Student's Score of Pre-Test in Experimental Group

No	Understanding Generic Structure	Identification	Description		Score	Level of Ability (Category)
	Meaning of word	Main Idea	Factual Information	Characteristic		
S1	3	3	7	5	60	Average
S2	0	0	4	2	20	Very Poor
S3	3	4	4	3	45	Average
S4	4	3	10	5	75	Good
S5	3	3	8	5	66	Good
S6	3	2	1	0	20	Very Poor
S7	3	5	8	5	70	Good
S8	4	4	3	3	45	Average
S9	2	2	7	4	50	Average
S10	4	4	12	3	75	Good
S11	1	2	4	2	30	Poor
S12	4	2	15	2	75	Good
S13	1	0	3	2	20	Very Poor
S14	1	3	4	1	30	Poor
S15	2	2	5	4	43	Average
S16	4	4	4	1	50	Average
S17	3	2	2	2	30	Poor
S18	2	1	4	1	25	Very Poor
S19	1	1	5	5	40	Poor
S20	4	4	2	5	55	Average
S21	4	4	10	5	75	Good

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S22	3	2	3	5	50	Average
S23	3	2	3	5	50	Average
S24	4	6	5	5	65	Good
S25	3	3	6	5	60	Average
S26	2	2	10	4	60	Average
S27	4	4	6	1	55	Average
S28	1	1	10	5	55	Average
S29	3	3	6	5	55	Average
S30	2	1	5	5	43	Average
Mean	**2.7**	**2.63**	**5.87**	**3.50**	**49.73**	
Total					**1,465**	**Average**
Highest						**75**
Lowest						**20**

From the table 4.1, showed that the result of the students' score of pre-test in comprehending descriptive text in experimental class. From the data, it can be seen that result as follows' in experiment class, the total score that 30 students got was 1,465. Furthermore to calculate the pre-test score mean, variance, and standard deviation the researcher used SPSS version 21 to get the result. The result of experiment group is this bellow.

4.2

Students' Reading Comprehension in Pre-Test Descriptive Statistics of Experimental Group

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Experiment al Group Pre-Test	30	20	75	49.73	17.098	292.340
Valid N (list wise)	30					

From the table above, the mean of pre-test for experiment group is 49,73, standard deviation is 17,098 and variance is 292,340. As the result of the pre-test

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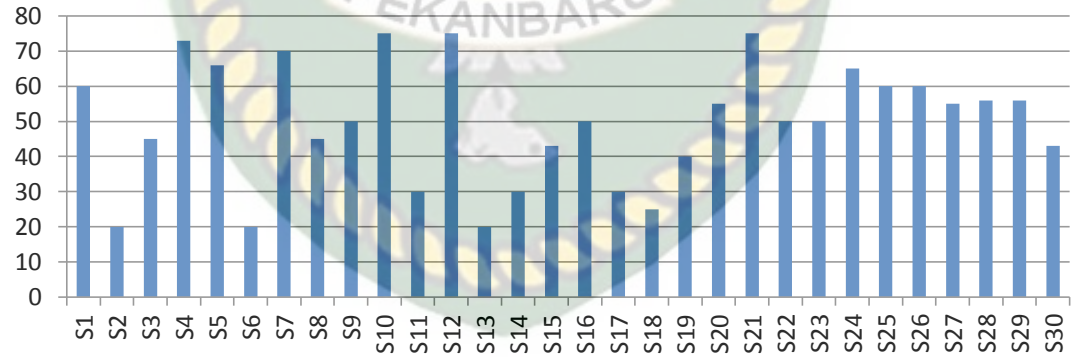
in experiment group from 30 students were classified that 7 students (23,33%) in good level. In addition there were 15 students (50%) in average level. The researcher also found that there were 4 students (13,33%) in poor level. Meanwhile in the very poor level there were 4 students (13,33%).

Shortly, the data showed the most students did not have good skill in reading comprehension. It proven that students had serious problem in reading. Further. The maximum score in pre-test of experimental group is 75 and the minimum score was 20.

Here it can be seen the result of the students correct answer in experiment group in diagram 4.3

Digaram 4.3
Student's Pre-Test Score in comprehending Descrptive Text



Referring to Diagram 4.3 above, the researcher explained that S4, S10, S12, and S21 they answered 23 correct answers then got score 75. In addition S7 answered 21 correct then got score 70. Then S5 and S24 answered 20 correct then got score was 65. It means all of them good level.

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Then S1, S25, S26, got score was 60 they are correct is 18. Next S19, S27, S28, S29 they got score 55 because the correct answer only 17. Meanwhile that S9, S16, S22, S23 they got score 50 because they answer 15 answer. In addition, that S3 and S8 they got score was 45 because the correct answer is 14. Next is S15, and S30 got score 43 with correct answer is 13. It means they got average level.

After that, S19 got score was 40, because the correct only 12 correct answer. Then S11, S14, and S17 they got score was 30, because correct answer only 9. In addition, S18 got the score 25 with the correct answer 8. Among of them is poor level.

On other hand, there were 4 students in very poor level. The researcher will classified that S2, S6,S11, S13, they got score was 30 because they answered 6 correct answer. It means there are 4 students get the result very poor level in pre-test.

Table 4.4

The Students' Score Classification Pre-Test of Experimental Group in Reading Comprehension of Descriptive Text

No	Classification		Frequency (Person)
	Score	Level of Ability	
1	81-100	Excellent	0
2	61-80	Good	7
3	41-60	Average	15
4	21-40	Poor	4
5	0-20	Very Poor	4

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4.1.2. The Student's Score of Post-Test in Experimental Group

After pre-test, the students giving treatment used small group discussion technique while process learning activity. In process teaching and learning activity, the writer himself that was applied and was thought the teaching procedure based on lesson plan. The writer had done in 8 meetings. The topics were used are descriptive text. There were six texts entitled Pekanbaru, Larry Page, Elephant, Toba Lake, and Aloe Vera. In applying small group discussion technique, the writer was gave the descriptive text to students, guide the students to make it small group discussion in reading activity and also gave the some questions which must be answered by the students.

In the first meeting the researcher introduced small group discussion technique and it procedure to apply of technique for students. Because to make sure the students know what they are should do in process teaching and learning. Beside that teacher also explain about descriptive text. After the students know and understand about it, the researcher started the lesson. Topic for teaching and learning activity entitled the Pekanbaru was given by the teacher to the students at the first meeting. At the second meeting and the third meeting, teacher gives topic larry page and Elephant in here teacher ask the students read the text with pairs and answer the question.

At the fourth meeting teacher give the topic entitled Toba Lake then it was learned together in the class. The topic entitled Aloe Vera was given at the fifth until the last meeting it was liked for the students. The score of test had been taken

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as data of research. The score of post-test in experimental group could be seen in the table 4.5 on bellows:

Table 4.5

Student's Score of Post-Test in Experimental Group

No	Understanding Generic Structure	Identification	Description		Score	Level of Ability (Category)
	Meaning of word	Main Idea	Factual Information	Characteristic		
S1	4	4	12	3	75	Good
S2	4	6	5	5	65	Good
S3	4	4	4	1	50	Average
S4	4	4	10	5	75	Good
S5	4	3	10	5	75	Good
S6	4	3	3	2	50	Average
S7	4	6	10	5	80	Good
S8	4	3	10	5	75	Good
S9	3	5	13	5	85	Excellent
S10	2	4	14	5	80	Good
S11	3	3	7	5	60	Average
S12	2	6	15	5	90	Excellent
S13	2	2	10	4	60	Average
S14	1	1	5	5	40	Poor
S15	4	6	5	5	65	Good
S16	3	5	13	5	85	Excellent
S17	3	5	8	5	70	Good
S18	3	3	6	5	60	Average
S19	3	6	7	5	70	Good
S20	4	3	10	5	75	Good
S21	4	4	12	3	75	Good
S22	4	3	10	5	75	Good
S23	3	5	8	5	70	Good

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S24	2	4	14	5	80	Good
S25	2	6	14	3	85	Excellent
S26	3	3	8	5	65	Good
S27	4	6	9	5	80	Good
S28	4	4	12	3	75	Good
S29	4	4	11	5	80	Good
S30	3	5	8	5	70	Good
Mean	**3,27**	**4.20**	**9,43**	**4,47**	**71.23**	
Total					**533,6**	**Good**
Highest						**90**
Lowest						**40**

From the table 4.5, showed that the result of the students' score of post-test after treatment using small group discussion technique in comprehending descriptive text in experimental group. From the data, it can be seen that result as follows' in experiment class, the total score that 30 students got was 533,6 Furthermore to calculate the pre-test score mean, variance, and standard deviation the researcher used SPSS version 21 to get the result. The result of experiment group is this bellow:

4.6
Students' Reading Comprehension in Post-Test Descriptive Statistics of Experimental Group

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Experiment al Group Post-Test	30	40	90	71.23	11.297	127.633
Valid N (list wise)	30					

From the table above, the mean of pre-test for experiment group is 71,23, standard deviation is 11,297 and variance is 127,633. As the result of the pre-test in experiment group from 30 students were classified that 4 students (13,33%)

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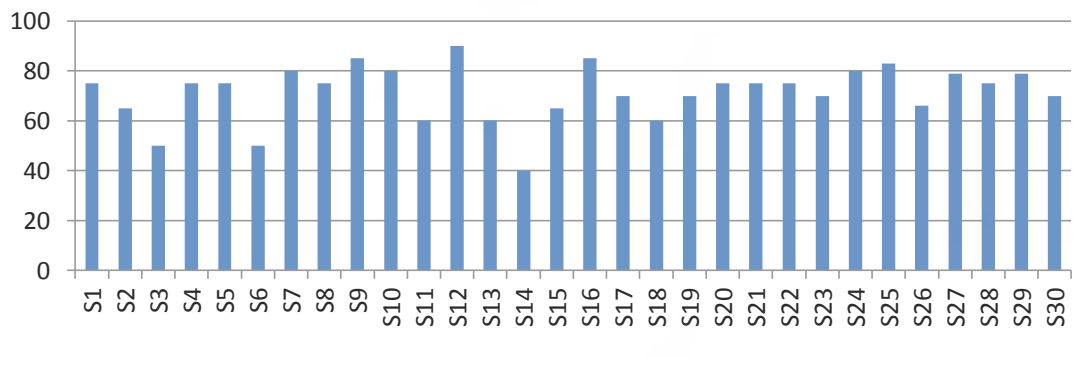
person in excellent level, followed in good level there were 20 students (66,67%) students in this position. Next come in average level there were 5 (16,67%) students. Then, poor level also got only 1 (3,33%) person respectively.

The data showed that most of students were good in reading comprehension because they could increase the score text from previous score. Further, the maximum score in post-test of experimental group was 90 and the minimum score was 40. From the data above total score of the students 533,6 after doing treatment by using small group discussion technique in reading comprehension of descriptive text. Here it can be calculated that the mean score of experimental group in post-test was 71,23. It means that the students' mean score classified as a good level.

Here it can be seen the result of the student's correct answer in experimental group in Diagram 4.7.

Diagram 4.7
Student's Post-Test Score in Comprehending Descriptive Text By Using Small Group Discussion Technique in Experimental Group.



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According to diagram 4.7 above the we can see that who the student got in excellent level. The S12 got score was 90 because the correct answer was 27. Next, S9, S16, S25, they answer 25 correct answer and they got score 85.

In addition, the researcher was explained who students got that got score in good level there were 5 students got score was 80, they were S7, S10, S24, S27, S29 because they answer 24 correct answers. After that, there were 8 students got score 75, they were S1, S4, S5, S8, S20, S21, S22, and S28 among of them could answer 23 correct answer. Came to the students who got score was 70 there were 4 students included S17, S19, S23, and S30, because they could answered 21 correct answers. And the last the student got score was 65 then were students include S2 and S26 they answered 20 correct answer.

Now came to students who in average level. The score 60 got for 3 students; they were S11, S13 and S18 because they could answer 18 correct answer. Next the score 50 they were S3 and S6 because the just could answer 15 correct answer. In the next level, the researcher was explained the students who got in poor level, in this case there was 1 student that S14 who got score 40 because the correct answer 12.

As clearly, it has been classified on table 4.8 based on score and level ability of students bellow:

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Table 4.8

The Students' Score Classification Post-Test of Experimental Group in Reading Comprehension of Descriptive Text

No	Classification		Frequency (Person)
	Score	Level of Ability	
1	81-100	Excellent	5
2	61-80	Good	19
3	41-60	Average	5
4	21-40	Poor	1
5	0-20	Very Poor	0

4.1.3. The Student's Score of Pre-Test and Post-Test in Experimental Group

The result data of students' reading comprehension by using small group discussion technique was calculated by SPSS Variance 21 taken from pre-test and post-test can be seen in the table 4.9.

Table 4.9

Students' Statistic of Pre-Test and Post-Test in Experimental Group

		Mean	N	Std Deviation	Variance
Pair 1	Pre-Test Experimental Group	49.73	30	17.098	292.340
	Post-Test Experimental Group	71.23	30	11.297	127.633

From the table 4.9 above it can be seen that there were 30 students in experimental class. The mean score of pre-test was 49.73 and mean score of post-test was 71.23. And the standard deviation in pre-test was 17.098 and post-test was 11,297. The variance in pre-test 292.340 and post-test was 127.633. It means the students had improvement in reading comprehension, it was proved by

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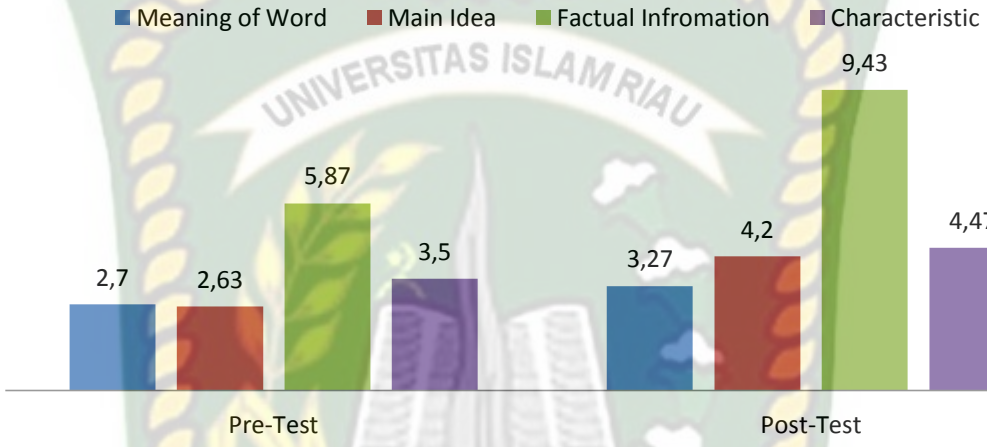
students total score had improvement after treatment by using small group discussion technique.

Diagram 4.10
Student's Reading Comprehension Pre-Test and Post Test of Descriptive Text in Experimental Group



Based in figure 4.10 above showed that students' percentage in each reading component of indicator descriptive text from the lowest to the highest. First. from the graphic we can see the Meaning of Word in pre-test the student was got 2.7 % and post-test was increase become 3.27%. Second in Main Idea the students was get 2.63%in pre-test and it was increase become 4.2 %, Third, Factual Information the students was get 5.87% in pre-test was increase become 9.43%. Fourth, in Characteristic the students was get the 3.5% in pre-test was increase become 4.47%. From this diagram the writer concludes the lowest indicator is Meaning of Word and in the highest is Factual information.

However the students ability in comprehending such indicator of descriptive text for pre-test and post-test in experimental class was good and give

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improvement before pre-test and post test it could be seen the student reading comprehension in descriptive text.

4.1.4. Students' Score Pre-Test in Control Group

In control class the researcher did not apply the treatment. Further the researcher only gave the test in control class. The students' score of Pre-Test in control group can be seen in Table 4.11 bellow.

Table 4.11

Student's Score of Pre-Test in Control Group

No	Understanding Generic Structure	Identification	Description		Score	Level of Ability (Category)
	Meaning of word	Main Idea	Factual Information	Characteristic		
S1	1	1	5	5	40	Poor
S2	2	2	4	2	35	Poor
S3	2	2	3	2	35	Poor
S4	3	4	4	3	45	Average
S5	4	4	4	2	45	Average
S6	3	3	5	3	45	Average
S7	2	2	3	2	35	Poor
S8	3	2	2	2	30	Poor
S9	3	4	4	3	45	Average
S10	1	3	4	1	30	Poor
S11	1	2	4	5	40	Poor
S12	2	2	4	2	35	Poor
S13	4	6	5	5	65	Good
S14	2	2	3	2	35	Poor
S15	4	4	4	1	50	Average
S16	4	4	4	2	45	Average

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S17	4	4	3	2	50	Average
S18	2	2	3	2	30	Poor
S19	3	2	2	2	35	Poor
S20	4	5	2	2	50	Average
S21	2	2	4	2	35	Poor
S22	3	3	5	3	45	Average
S23	3	1	4	1	30	Poor
S24	3	2	2	2	30	Poor
S25	1	1	6	4	40	Poor
S26	1	3	4	1	30	Poor
S27	2	3	2	2	35	Poor
S28	4	4	3	2	50	Average
S29	2	2	4	2	35	Poor
S30	3	2	5	4	45	Average
Mean	**2.57**	**2.67**	**3.77**	**2.43**	**39,67**	
Total					**1,190**	**Poor**
Highest						**60**
Lowest						**30**

From the table 4.11, showed that the result of the students' score of pre-test in comprehending descriptive text in control group. From the data, it can be seen that result as follows' in experiment class, the total score that 30 students got was 1,190. Furthermore to calculate the pre-test score mean, variance, and standard deviation the researcher used SPSS version 21 to get the result. The result of experiment group is this bellow:

4.12
Students' Reading Comprehension in Pre-Test Descriptive Statistics of Control Group

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Control Group Pre-Test	30	30	60	39.67	7.871	61.954
Valid N (list wise)	30					

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From the table above, the mean of pre-test for control group is 39, 67, standard deviation is 7,871 and variance is 61,954. As the result of the pre-test in control group from 30 students were classified that 1 students (3,33%) person in good level, followed in average level there were 11 students (36,67%) students in this position. Next come in poor level there were 18 (60%) students and no one students in excellent level.

The data showed that the most of students did not have good skill in reading comprehension. It proved that students had serious problems in reading. Further, the maximum score in pre-test of control group was 60 and the minimum score was 30. Shortly, from the data above total score of 30 students was 1,190 before process teaching activity. Here, it can be calculated that the mean control class in pre-test was 39,67. It means that the students' of mean score classified as poor level.

Here it can be seen the result of the student's correct answer in experimental group in Diagram 4.13.

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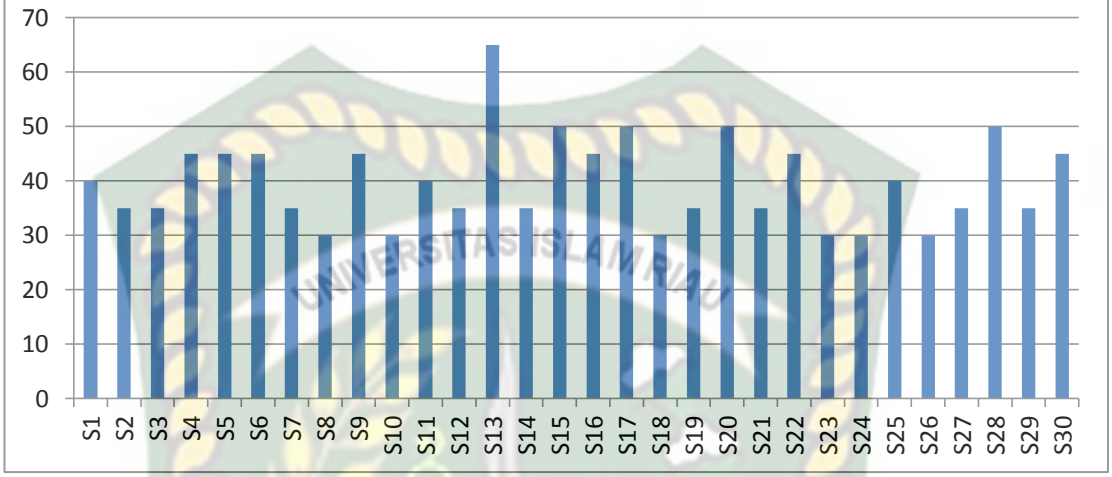
Diagram 4.13
Students's Pre-Test in Comprehending Descriptive Text in Control Group



Based to diagram 4.13 above, the researcher was describing what the chart about. This chart was conducted for pre-test in control group. First researcher was explained who got excellent level, because in this research there was no one students got in excellent. The researcher came to explained who the students got in good level the score was 65 earned by S13.

Second, the researcher was explained who got in average level. The Score 50 got for student earned by S15, S17, S20, S28 because they could answer 15 correct answers. Score 45 got for students S4, S5, S6, S9, S16, S22, S30 because they could answer 14 correct answers.

Third, came to students who in poor level. The score was 40 earned by S1, S11, S25, the correct answer 12 correct answers. Then students who got score was 35 they are S2, S3, S7, S12, S14, S19, S21, S27, S29. Among of them could answered 11 correct answer. In addition S8, S10, S18, S23, S24, S26 they were

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got score was 30 because of them could answered 9 correct answer. As clearly, it has been classified on table 4.14 based on score and level ability of students bellow:

Table 4.14

The Students' Score Classification Pre-Test of Control Group in Reading Comprehension of Descriptive Text

No	Classification		Frequency (Person)
	Score	Level of Ability	
1	81-100	Excellent	0
2	61-80	Good	1
3	41-60	Average	11
4	21-40	Poor	18
5	0-20	Very Poor	0

4.1.5. Student's Score of Post-Test in Control Group

In control class, the post-test also conducted in the last meeting student's of post-test in control class can be seen in the Table 4.15 bellow:

Table 4.15

Student's Score of Post-Test in Control Group

No	Understanding Generic Structure	Identification	Description		Score	Level of Ability (Category)
	Meaning of word	Main Idea	Factual Information	Characteristic		
S1	3	2	5	4	45	Average
S2	2	3	2	2	35	Poor

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S3	3	3	5	3	45	Average
S4	4	4	3	2	50	Average
S5	1	1	5	5	40	Poor
S6	4	4	4	1	50	Average
S7	2	2	3	2	30	Poor
S8	1	2	4	5	40	Poor
S9	1	2	5	4	40	Poor
S10	1	5	4	2	40	Poor
S11	2	3	5	4	45	Average
S12	3	3	6	5	55	Average
S13	4	4	3	2	50	Average
S14	2	3	5	4	45	Average
S15	4	3	4	2	50	Average
S16	3	3	7	5	60	Average
S17	2	3	5	4	45	Average
S18	4	4	3	2	50	Average
S19	2	3	2	2	35	Poor
S20	2	3	2	2	35	Poor
S21	1	1	5	5	40	Poor
S22	2	2	3	2	35	Poor
S23	3	2	5	4	45	Average
S24	4	3	4	2	50	Average
S25	4	4	3	2	50	Average
S26	1	1	5	5	40	
S27	3	3	5	3	45	Average
S28	3	2	2	2	30	Poor
S29	2	3	2	2	35	Poor
S30	4	3	10	5	75	Good
Mean	**2.57**	**2.80**	**4.20**	**3.13**	**44.33**	
Total					**1,335**	**Average**
Highest						**75**
Lowest						**30**

From the table 4.15, showed that the result of the students' score of post-test in comprehending descriptive text in control group. From the data, it can be seen that result as follows' in experiment class, the total score that 30 students got

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was 1,335. Furthermore to calculate the pre-test score mean, variance, and standard deviation the researcher used SPSS version 21 to get the result. The result of experiment group is this bellow:

4.16
Students' Reading Comprehension in Post-Test Descriptive Statistics of Control Group

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Control Group Post-Test	30	30	75	44.33	9.260	85.747
Valid N (list wise)	30					

From the table above, the mean of post-test for control group is 44,33, standard deviation is 9,260 and variance is 85,747. As the result of the post-test in control group from 30 students were classified that 1 students (3,33%) person in good level, followed in average level there were 16 students (53.33%) students in this position. Next come in poor level there were 13 (43.33%) students and no one students in excellent level.

From the data above, it can be concluded that the most of students have been quite improve in reading comprehension of descriptive text from previous test but they did not have good skill in reading comprehension because they used monotone technique in learning. The students feel bored because there was no creative, and efficiency technique. It proved that students had serious problem in reading

Further, the maximum score in post-test of control class was 75 and the minimum score was 30. Shortly, from the data above total score of 30 was 1,335

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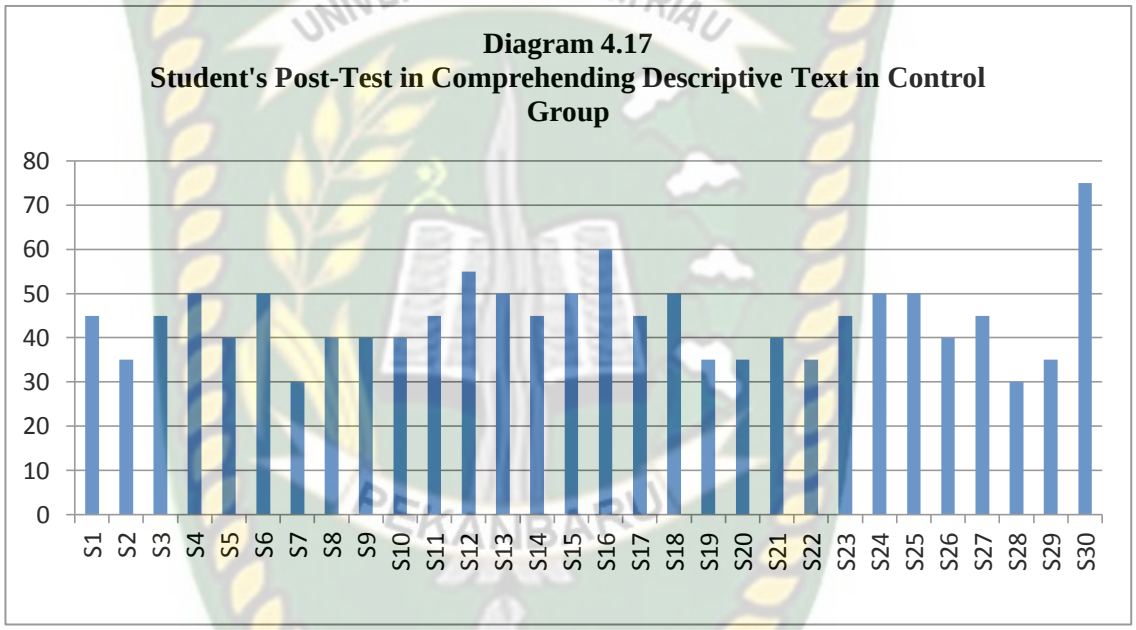
Here, it can be calculated that the mean control class in pre-test was 44.33. It means that the students' have been quite increasing than previous test means score classified as average level.

Here it can be seen the result of the student's correct answer in experimental group in Diagram 4.17.



Based to diagram 4.17 above, the researcher was describing what the chart about. This chart was conducted for pre-test in control group. First researcher was explained who got excellent level, because in this research there was no one students got in excellent. The researcher came to explained who the students got in good level the score was 75 earned by S30.

Next for the average level earned by the students with score was 60 earned by S16 with the correct answer 18 correct answer. Meanwhile that S4, S6, S12, S13, S15, S18, S24, and S25 they got score was 50 because of them could

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answered 15 correct answer. There were 7 y students that S1, S3, S11, S14, S17, S23, and S27 they got score was 45 because of them could answer 14 correct answer.

Come to the poor level. There were 13 students in poor level position. The researcher was describing the information. for the score 40 there were 6 students could answered 12 correct answer they were S5, S8, S9, S10, S21, S26. And then S2, S19, S20, S20 S29 they got score 35 because they only answered 11 correct answer. Moreover S7 and S28 got the lowest score was 30 because of they could answered 9 correct answer.

As clearly, it has been classified on table 4.18 based on score and level ability of students bellow:

Table 4.18

The Students' Score Classification Pre-Test of Control Group in Reading Comprehension of Descriptive Text

No	Classification		Frequency (Person)
	Score	Level of Ability	
1	81-100	Excellent	0
2	61-80	Good	1
3	41-60	Average	16
4	21-40	Poor	13
5	0-20	Very Poor	0

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4.1.6. The Student's Score of Pre-Test and Post-Test in Control Group

The result data of students' reading comprehension without treatment in control group was calculated by SPSS Variance 21 taken from pre-test and post-test can be seen in the table 4.19.

Table 4.19

Students' Statistic of Pre-Test and Post-Test in Control Group

		Mean	N	Std Deviation	Variance
Pair 1	Pre-Test Control Group	39.67	30	7.871	61.954
	Post-Test Control Group	44.33	30	9.260	85.747

From the table 4.19 above it can be seen that there were 30 students in control group. The mean score of pre-test was 39.67 and mean score of post-test was 44.33. And the standard deviation in pre-test was 7,871 and post-test was 9,260. The variance in pre-test 61,954 and post-test was 85,747.

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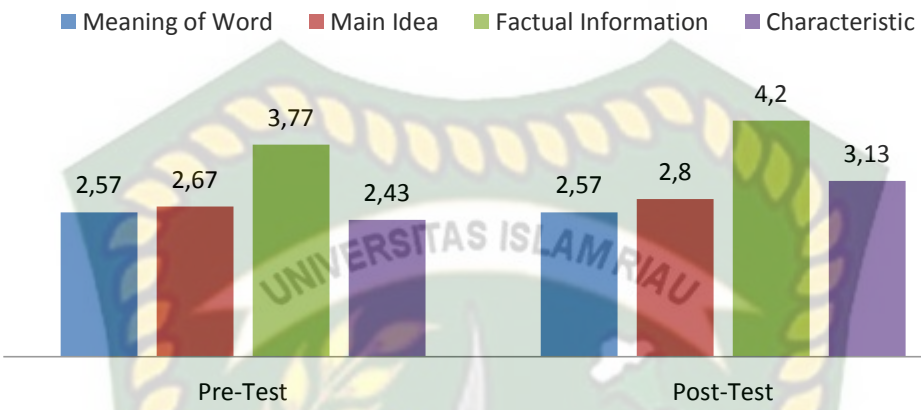
Diagram 4.20
Student's Reading Comprehension Pre-Test and Post-Test of Descriptive Text in Control Group



Based in figure 4.20 above showed that students' percentage in each reading component of indicator descriptive text from the lowest to the highest. First. from the graphic we can see the Meaning of Word in pre-test the student was got 2.57 % and post-test still same become 3.27%. Second in Main Idea the students was get 2.67% in pre-test and it was increase become 2.8 %, Third, Factual Information the students was get 3.77% in pre-test was increase become 4.2%. Fourth, in Characteristic the students was get the 3.5% in pre-test was increase become 3.13%. From this diagram the writer concludes the lowest indicator is Meaning of Word and in the highest is Factual information. It means that students reading comprehension in descriptive text for each indicator in control group was little improvement from pre-test and post-test.

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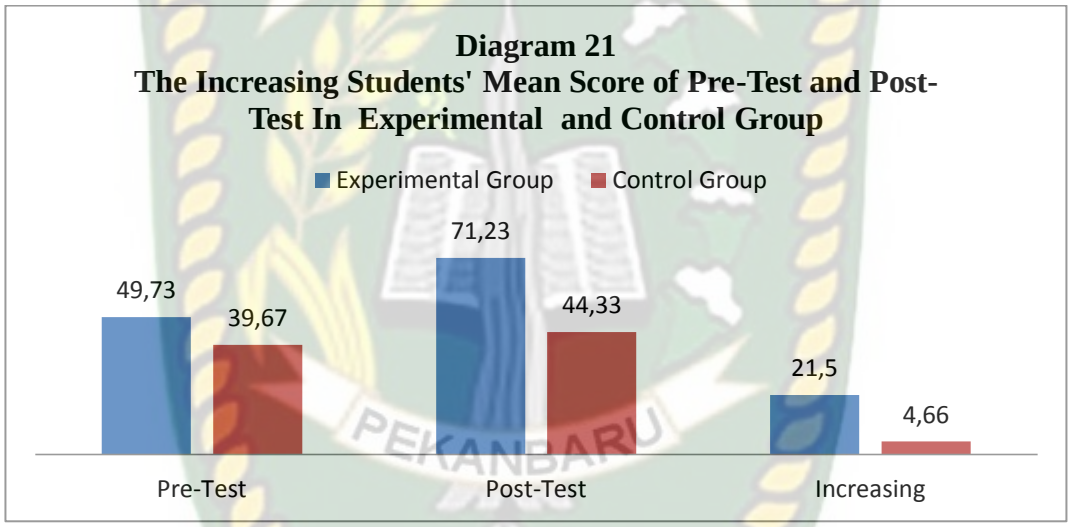
4.1.7 The Increasing Students' Mean score of Pre-Test and Post-Test in Experimental and Control Group.

Based on calculation above, the researcher got the mean score of pre-test and post-test in experiment and control group. Furthermore, the increase of students' score between experiment and control group can be seen the Diagram 4.21.



From The diagram 4.21 above, it can be seen the mean score of pre-test of experimental class was 49,73. After the students was given the treatment by using small group discussion technique the mean of post-test become 71,23. It could be seen the increasing of mean score from pre-test and post test was 21.5. It means that there were significant improvements. While the mean score of pre-test in control class was 39,67 and in post-test was 44,33. It could be seen the increasing of mean score from pre-test and post-test in control class 2,96.

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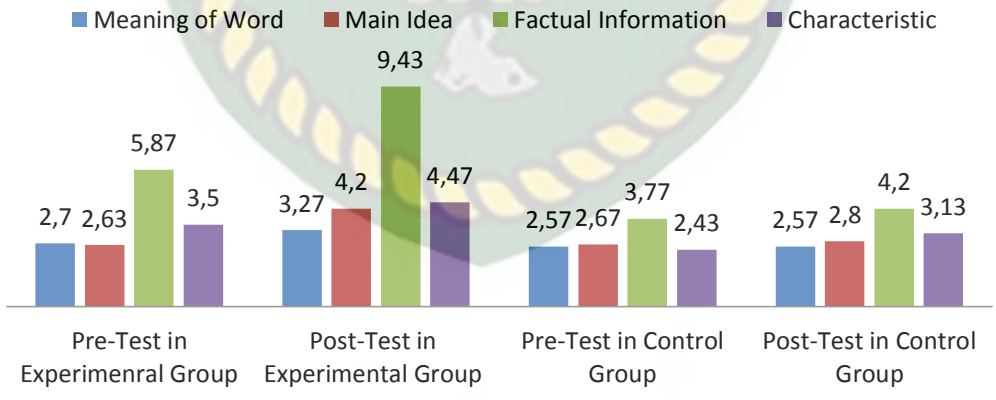
It could be summarized that there were little improvement because any significant effect of small group discussion technique towards students' reading comprehension of descriptive text at the eighth grade of SMP N 6 Siak Hulu Kampar.

4.1.8 The Result of Student's Comprehension in each indicator of Descriptive Text in Experimental Group and Control Group.

The descriptive texts there were four indicators. They are meaning of word, main idea, factual information and last characteristic. The researcher was described below:

Diagram 4.22
Students' Comprehension in Each Indicator of Descriptive Text Experimental and Control Group



Based on diagram 4.22 showed the students' ability in comprehending such indicator of descriptive text for pre-test and post-test in experimental group and control group. It could be seen that students' reading comprehension in

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descriptive text for meaning of word was 2.7 in pre-test and post-test was 3.27. For main idea was 2.63 in pre-test and post-test was 4.2. For factual information was 5.87 in pre-test and post-test was 9.43. For characteristic was 3.5 in pre-test and post-test was 4.47.

However, the students' ability in comprehending such indicators of descriptive text for pre-test and post-test in control group was not good. It could be seen that the students' reading comprehension in recount text. For meaning of word was 2.57 in pre-test and post-test was 2.57. For main idea was 2.67 in pre-test and post-test was 2.80. For factual information was 3.77 in pre-test and post-test was 4.20. For characteristic was 2.43 in pre-test and post-test was 3.13.

From the data above, the students' score in each indicator in descriptive text of two groups from pre-test and post-test. However, the increasing of experimental group was higher than control group. Therefore the increasing of students' reading comprehension on each indicator of descriptive text by using small group discussion technique gave significant improvement and effect of students' reading comprehension in experimental group and control group.

4.1.9. Normality Test, Homogeny Test and Paired Sample T Test

a. Normality Test

The normality test was performed using Shapiro Wilk. The test was for two groups, both post-test and pre-test group, to determine if the distribution of

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the data from the sample was normal. Thus, the researcher used SPSS version 21 software. If the normality was more than the level of significant a (0,05), score would be normally distributed.

Table 4.23.

Normality Pre-Test and Post-Test Experimental and Control Group

	Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	Df	Sig.
Result of student Learning Activity	Pre-Test Experiment Group	.108	30	.200*	.942	30	.105
	Post-Test Experiment Group	.192	30	.027	.929	30	.146
	Pre-Test Control Group	.219	30	.006	.885	30	.074
	Post-Test Control Group	.194	30	.037	.886	30	.247

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

From table 4.23 above, it can be seen that the significance of pre-test score in experiment group based on *Shapiro-Wilk* was 0.10. If the data was lower in a significant 0,05 it means that data was not normal distributed. Here, we can see the data was normal because 0.10 was higher than 0.05 ($0.10 \geq 0.05$). Furthermore the significant of post-test score in experiment group based on *Shapiro-Wilk* was 0.14. If the data was lower in significant 0.05 it means the data was not normal distributed. Here we can see the data was normal because 0.14 was higher than 0.05 ($0.14 \geq 0.05$).

Moreover significance of pre-test score in control group based on *Shapiro-Wilk* was 0.74. If the data was lower in a significant 0,05 it means that data was not normal distributed. Here, we can see the data was normal because 0.74 was

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higher than 0.05 (0.74 ≥ 0.05). And the last is the significant of post-test score in control group based on *Shapiro-Wilk* was 0.24. If the data was lower in significant 0.05 it means the data was not normal distributed. Here we can see the data was normal because 0.24 was higher than 0.05 (0.24 ≥ 0.05).

b. Homogeneity Test

After calculated the normality, the next step of the calculation was finding the homogeneity of the data post-test experiment and post-test control. The purpose this calculation was to see whether the data in both classes were homogenous or heterogeneous. The researcher used SPSS version 21 to found the homogeneity of the data by looking at the significant of the data. If it was higher than 0.05 it means the data was homogeneous.

Table 4.24.

Homogeneity Post-Test Experimental and Control Group

		Levene Statistic	df1	df2	Sig.
Result of Student Learning Activity	Based on Mean	1.665	1	58	.202
	Based on Median	.893	1	58	.349
	Based on Median and with adjusted df	.893	1	58	.349
	Based on trimmed mean	1.404	1	58	.241

Table 4.24 showed that the significance of post-test score between experimental group and control group was 202. Therefore it can be inferred that

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the post-test data both class were homogeneous since 202 higher than 0.05 or (202 $\geq$ 0.05).

c. Paired Sample T -test Experimental Class

4.25
Students' Reading Comprehension in Paired Sample T Test

Paired Sample Test								
	Paired Differences					T	Df	Sig.(2-tailed)
	Mean	Std. Deviation	*Std. Error Mean*	95% *Confidence Internal of the Difference* Lower	Upper			
Pre-Test Experiment Post-Test Experiment	-21.600	12.384	2.261	-26.224	-16.976	9.554	58	00

From the table as a paired sample test. Paired test used to know whether any significant effect of using small group discussion technique on students' reading comprehension. According to Anas Sudijono (2018:316). The alternative hypothesis was accepted if $t_{observation}$ is greater than the value of t_{table}. However, if t_{table} was greater than $t_{observation}$ the alternative hypothesis was rejected. The researcher was already calculated and analyzed the data.

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Based on output SPSS 21 version above, paired sample T-test showed levene's test to know the same variance. Which:

H_o= Variance Population Identic

H_a= Variance Population Identic

If Sig Fcalculate $\leq$ 0.05 H_o was rejected

If Sig Fcalculate $\geq$ 0.05 H_a was accepted

From to the data can be seen that $t_{observation}$ was 9.554 will be compare to t_{table}, df=58 at level 5 % was 2001. It will be concluded that $t_{observation}$ was higher than t_{table}. In other word, it can be read 9.554 $\geq$ 2001. In addition, based on table above. It can be seen that the significant score experimental class, the researcher conducted that null hypothesis (Ho) was rejected and alternative hypothesis (Ha) was accepted. There is a significant effect of small group discussion technique towards students' reading comprehension of descriptive text at the eighth grade of SMP N 6 Siak Hulu Kampar.

4.2 Data Interpretation

From the table of pre-test, it can be seen that there was different result of test classes before treatment. The mean score pre-test in experimental class was 49,73, while the post-test was 71,23. The t_{obs} = 9554 was bigger that t_{table} = 2001 for the level significant 0,05.

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After the treatment was given in teaching for experimental group through small group discussion technique, whereas control group did not used small group discussion. The pot-test was administrated for the experimental group was 71, 23 and control group was 44,33. It can be seen that the mean increase made by the experimental group for the –pre-test to post-test was 21,5% and control group was 4, 66%. The evidence indicated that the experimental group teaching reading by using small group discussion technique make the students' reading comprehension better than control group. So, the using of small group discussion technique is one of teaching reading that can help the students' to improve their reading comprehension, particularly in comprehending descriptive text.

Comparing their score in pre-test and post-test, it was found there is a significant effect of small group discussion technique. By presenting small group discussion technique, the students' can improve their reading comprehension particularly in comprehending descriptive text.

As the result based on the hypothesis testing, the hypothesis is that accepted was alternative hypothesis. It means that there is a significant effect of small group discussion technique towards students' reading comprehension of descriptive text at the eighth grade of SMP N 6 Siak Hulu Kampar.

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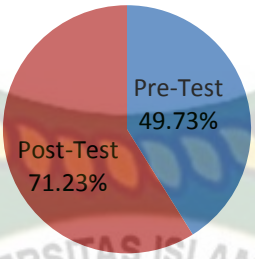
Figure 4.2
Pre-Test and Post Test



4.3 Description of Teaching and Learning Process

In this sub chapter, the writer tries to discuss about the teaching and learning process. The activities or the other findings phenomenon during the research was conducted which can show that how the small group discussion technique gave the significant effect in reading descriptive text. They were discussed from the first meeting until the last meeting in experimental class. The first meeting and the last meeting were the writer gave the pre-test and post-test and the second meeting until the seventh meeting were the activities in teaching and learning process which using small group discussion technique in experimental class.

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CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

This section was explained about conclusion and suggestion of this study. However, this study also described and explained the recommendation not only for the students' but also for the teacher especially the effect of small group discussion technique towards students' reading comprehension of descriptive text at the eighth grade of SMP N 6 Siak Hulu Kampar. In this research, the experimental class shown that there was better improvement class, it shown that their improvement were different in reading.

After conducting small group discussion technique, the eighth grade students' reading comprehension at SMP N 6 Siak Hulu has increased. It can be seen from the result of pre-test and post-test of the students. In the post-test, the mean score of experimental class was 70.20 while mean score of control class was 51,27 point. It means that the mean score of experimental class was higher than the mean score of control class.

According to result of t-observed, it was that the value t_{obs} was 8,465 and t_{table} was 2001. It means that t_{obs} was higher than t_{table}. Therefore, the null hypothesis was rejected and alternative hypothesis was accepted. It can be seen that after being taught by using small group discussion technique, there is effect of students' reading comprehension particularly in comprehending descriptive text in teaching learning process.

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5.2 Suggestion

From the explanation in the previous chapters, the writer wanted to give some suggestion that related to the thesis.

1. For English teachers:
   a. It is suggested to English teacher to use small group discussion technique can be alternative to show examples of descriptive beside text book.
   b. English teacher have to find out the material that appropriate with students' ability and can be motivate their students in learning reading comprehension.
2. For the students
   a. The students may learn more about components of reading comprehension to make their reading comprehension perfectly.
   b. Studies on the use of small group discussion technique are suggested to be done at certain level of education.
3. For next research

   The writer knows that this research is not perfect yet. For the next researcher, this research can be developed. This is because of the writer's has limited time. The next researcher is expected develop this title with the other problems, such as: different schools, level and text. Finally for the reader and order researchers the writer suggests that by reading this thesis,

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they are expected to be able to conduct or analyze research related to any problematic in reading comprehending, because there are many problem in reading comprehension of descriptive text. Next, the writer also suggests that other researchers can continue it to the other aspect or other skill, such as in speaking, writing, or listening.

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