CHAPTER II
REVIEW OF RELATED LITERATURE

A. Theoretical Description
1. Small Group Discussion
a. Definition of Small Group Discussion

According Ismail Small Group Discussion is a learning method by conducting discussions with the aim that students have the skills to solve problems related to learning materials or problems they will face in everyday life.[1] According to Hasibun & Moedjiono, small group discussion means the process of interaction between 2 or more people to exchange information, defend opinions or solve problems. The conclusion from the two opinions above is that the group discussion method is more than the traditional learning method because it can be applied in a training place and improve student learning.[2]

The small group discussion learning method is carried out by dividing students into several groups, 1 group consisting of 3-5 students. The first step, the teacher gives a general problem to students, then it is divided into several problems that will be discussed and solved by students. After the students finished explaining the results of their discussion in front of the class, the other groups responded to the presentations from the group. This small group discussion method is used to hone student learning activities.[3]

Based on the description above, it can be summarized that the Small group discussion method involves 3-5 students in 1 group, to discuss a problem, information or knowledge between members so that problems can be solved. The results of the discussion are presented in front of the class by group representatives and are responded to by other groups.

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[1] Ismail SM,"Strategi Pembelajaran Agama Islam Berbasis PAOKEM; Pembelajaran Aktif, Inovatif, Kreatif, dan Menyenangkan" (Semarang: RaSailMedia Group, 2008), 88.

[2] Hasibun and Moedjiono,"Proses Belajar Mengajar" (Bandung: Remaja Rosdakaya, 2012), 20.

[3] Abdul Majid, "Strategi Pembelajaran" (Bandung: Remaja Rosdakarya, 2013), 201-202.

b. The Purpose of Small Group Discussion

According to Ismail, the purpose of the small group discussion method is to increase students' ability to take responsibility for what they learn in a fun and not scary way.[4] According to Kosasih group-based learning has the following objectives:

1) Increase student motivation in learning.
2) Provide learning about leadership and experience in making group decisions.
3) Interact and learn together with other students regardless of different backgrounds.[5]

Based on the description above, the researcher summarizes the purpose of the Small group discussion method in this study is to provide opportunities for students to participate in learning activities. The active participation of students will increase students' learning motivation in recount text learning materials.

c. Small Group Discussion indicator

The small group discussion learning method will give good results if it is prepared properly, and meets the implementation criteria. Things that need to be prepared are as follows:

1) Choose a discussion topic.
2) Prepare preliminary information.

Giving direction to students about discussion procedures, the goals to be achieved and how to achieve these goals, and how to express opinions, and what to do if there are difficulties in solving problems. Giving explanations can be done with power points, videos or other learning media.

3) Prepare to be a discussion leader

Teachers must be resource persons, motivators, give explanations, ask questions that motivate students, and teachers must understand the topic of problems that will be discussed when students have problems, teachers are ready to help.

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[4]Ismail SM,"Strategi Pembelajaran Agama Islam Berbasis PAOKEM; Pembelajaran Aktif, Inovatif, Kreatif, dan Menyenangkan" (Semarang: RaSailMedia Group, 2008), 88.

[5]Kosasih E, "Strategi Belajar dan Pembelajaran Implementasi Kurikulum" (Bandung: Yrama Widya, 2013), 101.

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4) Set the number of group members

Ideally, the number of group members is 4 people. If this number is not possible, because the number of students in the class is not divisible by 4, then the number of groups of 5 is still quite good.

5) Arrange space and seating

It is recommended that all members sit opposite each other during the group discussion. This is done to create cohesiveness among group members. Cooperation is effective when students sit opposite each other. Each group must be separated from each other so as not to interfere with each other.

Based on the description above, it can be concluded that the indicators that must be considered in the group discussion learning method include: selection of discussion topics, preparation of initial information, preparation of self as a discussion leader, determination of group size, and spatial planning. And seating. If these indicators are met, then the learning will be successful.[6]

d. Steps of Small Group Discussion Learning

The steps for implementing the Small Group Discussion Learning Method include:

1) Divide the class into small groups (maximum 5 students) by appointing a chairperson and secretary.
2) The teacher gives the recount text readings along with the questions to the students.
3) Instruct each group to discuss the answers to the questions.
4) Make sure every member actively participates in the discussion.
5) Instruct each group through a designated spokesperson to present the results of their discussion in the class forum.
6) Clarification, conclusion and follow-up (Teacher).

The implementation of the Small Group Discussion Learning Method will be applied properly, if the teacher and students follow these steps optimally.[7]

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[6] Jumanta Hamdayana,"Metodelogi Pengajaran" (Jakarta: Bumi Aksara, 2016), 82-83.

[7] Ismail SM,"Strategi Pembelajaran Agama Islam Berbasis PAOKEM; Pembelajaran Aktif, Inovatif, Kreatif, dan Menyenangkan" (Semarang: RaSailMedia Group, 2008), 87-88.

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e. Strengths and Weaknesses of the Small Group Discussion Learning Method

The advantages of the Small Group Discussion Learning Method include:

1) The result of the decision is more complete because it is based on a joint decision.
2) Group members can be motivated by the presence of other group members.
3) Shy group members are more daring to express opinions in small group discussions than in general discussions.
4) Group members feel more bound in carrying out group decisions, because they are involved in the decision-making process.
5) Group discussion can increase understanding of self and others.[8]

The Small Group Discussion Learning Method has drawbacks, including:

1) Longer study time.
2) Time can be wasted.
3) A shy and quiet child becomes less aggressive.
4) Domination of certain students in the discussion.[9]

Based on the description above, it can be concluded that the small group discussion learning method has advantages and disadvantages. Teachers should be able to maximize the advantages of this method, so that they can properly address the shortcomings of the small group discussion learning method. The advantages of the Small Group Discussion Learning Method include complete information obtained, students are more free to express their opinions, have bonds in making decisions in groups. The disadvantages of the Small Group Discussion Learning Method are that it takes a long time, the dominance of certain students, and the existence of topics outside the discussion.

2. **Reading Comprehension**

a. Reading

According to Richards and Schmidt as cited in Agus Rahmat, reading is an activity of perceiving a written text in

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[8] Kosasih E, "Strategi Belajar dan Pembelajaran Implementasi Kurikulum" (Bandung: Yrama Widya, 2013), 108.
[9] Jumanta Hamdayana,"Metodelogi Pengajaran" (Jakarta: Bumi Aksara, 2016), 83-84.

order to understand its contents. In addition, Reading is an active and interactive activity to reproduce the word mentally and vocally and tries to understand the content of reading text. It is important to bear in mind that reading is not an invariant skill, that there are different types of reading skills, which correspond to the many different purposes we have for reading.[10] Based on the statement, it can be said that reading is a word processing activity that aims to understand the contents of the reading text.

b. Models of Reading

There are there models of reading process:

1) The bottom –up model

This model is very effective for children especially students as young learners. Because, this model emphasizes and recognizes letters and reads individual words. According to Browne as cited in Osama Abu Baha " this model describes reading as a process that starts with the learner's knowledge of letters, sounds and words and how these words are formed to make sentences". There are several weaknesses in this model, namely, it is used at a higher level because it can forget the reader's expectations, and does not pay attention to context because it only emphasizes remembering.

2) The top-down model

This model which also called inside- out model and this model involves the experience of reading and which is carried over to the reading material. This model is more realistic and roomy. Must it appears here every time involve students, effective teaching will. This model encourages guessing to get a better understanding of the data. However, one of the drawbacks is that it is cross-cultural identification may play a major role in such texts. For example, some cultures may lack for information on a specific topic, readers can face hard to identify what the subject is.

3) The interactive model

According to Stanovich as cited in Osama Abu Baha states that the interactive model is a combination of a

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[10] Rahmat, Agus,"*Small Group Discussion Strategy Towards Students' Reading Comprehension of SMA Negeri 11 Bulukumba*" (journal of English language, literature, and teaching: Vol.1, No.2, 2017), 21.

bottom-up models and a top-down models and gives reading more meaning. By using knowledge of the subject of text, understanding of words and predicting about reading texts, readers become more active in reading. The advantage of this model is that communicative activities and reading skills are integrated.[11]

c. Types of Reading

There are three types of motivation, they are as follows:

1) Skimming

Skimming is when a reader quickly looks at the content page of a book or at the chapter heading or subheading. What the reader encounters as a result of a specific passage, such as a news article, just to get the gist.

2) Scanning

The readers are to look for the specific item that he or she believes is mentioned in the text. This scanning can be used to find a name, a date, or a fact in writing.

3) Intensive Reading

It is also known as "study reading" because it entails a close examination of the text. Based on the above explanation, the research concludes that there are three types of reading ability. These are necessary for students to easily read a story or passage.[12]

d. Reading Comprehension

Reading Comprehension is a set of generalized knowledge acquisition skills that allow people to master and demonstrate them. Information gathered from reading the printed language. Reading comprehension is a term that refers to reading comprehension. It's not important to pronounce or read in stores, but it's important to understand. Understanding involves recognizing and understanding the key ideas and related details. Good people are aware that many ideas are implied, and you need to read between the lines to understand the full meaning.

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[11] Abu Baha, Osama; Reading Models: A Review of the Current Literature; *International Journal of English, Literature and Social Science (IJELS)*; *Vol-2, Issue-3*; 2017;45.

[12] Rahmat Agus,*"Small Group Discussion Strategy Towards Students' Reading Comprehension of SMA Negeri 11 Bulukumba"*(journal of English language, literature, and teaching) Vol.1, No.2;2017,p 22

e. Reading Comprehension Strategies
    1) Visualization
       Visualizations include creating images of the mind in the mind while the student is reading, or pausing at specific points in the reading choice to make these visualizations. Students can also draw and create visualizations until they can easily visualize them in their minds.

    2) Summarization
       Summarizing teaches students how to summarize what they have read for themselves. Students can practice by reading a passage and then telling their partner or teacher what they are saying.

    3) Making inferences
       A teacher teaches making inferences by reading aloud to a class a passage with some details missing. Students may miss details due to the story's context. [13]

3. Recount text

One of the genres in high school is recount. Recount text is one type of story that must be learned by grade 10 students in semester 1. This means that students are expected to develop more in their reading and writing skills. There are 3 types of recount text, namely personal recount, factual recount and imaginative recount. However, in this research, the writer will discuss about personal recount text which describes an event which is involved in the event.

a. Definition of Recount Text

According to Grace as cited in Dian Sukma stated recount text is story text for readers or listeners, which happened in the past through a series of events. [14] Recount text is a text that tells or describes past experiences by retelling events chronologically according to Knapp and Watskin cited by Riana et al. [15] It can be concluded that the notion of recount text is a type of text that tells a story from

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[13] Rahmat Agus,*"Small Group Discussion Strategy Towards Students' Reading Comprehension of SMA Negeri 11 Bulukumba"*(journal of English language, literature, and teaching) Vol.1, No.2;2017,p 23

[14] Sukma, Dian; *A Study on Writing Recount Text*; Journal of English Education; Vol.1, No.1; 2015;66.

[15] Sianipar, Riana br dkk; An Analysis of Recount text in English Textbooks Used by Tenth Grade Students; Journal of Languages and language Teaching; Vol.8, No.2; 2020;121.

certain experiences that occurred in the past. The communicative purpose of recount text is to retell the event and as information or entertainment. Writing recount text for students aims to assist students in memorizing an event or experience in a story sequence by following the general structure, orientation and reorientation of recount text. Recount text also develops students' ability to use the past tense.[16]

b. The Purpose of Recount text

According to Siahaan and Shinoda "Recount has a social purpose that is retell an event with a purpose to inform or entertain the readers".[17] Another purpose of recount is to tell the reader what happened in the past through a series of events.[18] Another statement about the purpose of recount text, Mark and Kathy mention that the purpose of a recount is to give the audience a description of what occurred and when it occurred.[19] In addition, Artono Wardiman stated that the social function of recount text is to describe what and when an event occurred and to retell past events to inform and entertain..[20] Based on the explanation above, the purpose of recount text is to restate and explain past events that occurred chronologically and entertain the reader through the content of the text.

c. The Types of Recount Text

From the explanation of the meaning and purpose of the recount text, there are several types of recount text: personal, factual recount, imaginative recount, procedure recount, and critical recount. The further explanation as follows:

1) Personal Recount

A personal recount recounts an experience that the writer or speaker has had. It includes personal and emotional

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[16] Rosalinah, Yanti Dkk; *Teaching Recount Text Through Brainstorming*; jurnal Bahasa dan Sastra; Vol.12, No.1; 2020; 81.

[17] Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure,* (Yogyakarta: Graha Ilmu,2008) ,p.9.

[18] Th.M. Sudarwati & Eudia Grace, *Look Ahead An English Course for Senior High SchoolStudents Year X,* (Jakarta: Erlangga, 2006), p. 30

[19] Mark Anderson and Kathy Anderson, *Text Types,* (South Yarra: Macmillan EducationAustralia PTY LTD, 2003), p. 48

[20] Artono Wardiman, *English in Focus for Grade VIII Junior High School (SMP/MTs),*(Pusat Perbukuan Departemen Pendidikan Nasional, 2008), p. 124

remarks and anecdotes and can take the form of an oral story, a letter, or a diary entry. It is written in the first person, with the pronouns I and we. Details such as who, what, when, where, and sometimes why are included, but the order of recounting may vary.

2) Factual Recount

A factual recount documents and evaluates the significance of a series of events. This can be presented as a historical reenactment, a science experiment, a traffic report, a sporting event, or in film, television, and video. Recounts at this stage require detailed research on unfamiliar topics, for which students should use print and technological resources. Appropriate technical language, precise details of time, place, and manner, and retelling with appropriate explanations and justifications help readers reconstruct what happened accurately. The emphasis is on language that demonstrates time sequence (before shifting, while they were, after a number) by employing evaluative language (importance, significance, influence, achievement) and emphasizing assessment language (amazing, successes influence, achievement). This recount is typically written in the third person, with the pronouns he, she, and they. It could be written in passive voice.

3) Imaginative Recount

The imaginative details of a literary work or story are set in a realistic setting. Character development is emphasized by the narrator's emotional reactions to the events. The order of the details may change, but who, what, when, and where remain constant. In general, literary recounts are written in the first person using me or us, establishing a relationship between the writer and reader or speaker and listener, such as in my diary as a child in space.

4) Procedure Recount

Procedural recounts document, either orally or in writing, the sequential steps required to achieve a result. This is written after the procedure has been completed. Procedural recounts can be found in how-to books, information books, television shows, films, and books.

5) Critical Recount

A critical recount examines an issue and comments on

and evaluates its positive and negative aspects. Selected details are included to support the argument, but this recount may not be chronologically ordered. It's usually written in the first or third person, but it can also be written in the passive voice. A recount of exploration in Antarctica, for example, may critically assess the damage done to the environment and ecosystem by this exploration.[21]

d. The Generic Structure of Recount Text.

   1) Orientation

      In this section, the speaker or writer explains the theme and what the background of the story is. At this stage, the author provides an introduction in the form of information about who, where, and when the event or incident happened in the past. In this section, the author conveys introductory information needed to understand the entirety of the text.

   2) Event

      The events that occurred begin to be told by the author based on the chronology of events. In this section, the author or speaker conveys or tells the story or events that happened. This section is the main content of the recount text.

   3) Re-orientation

      This section is the final stage as a repetition of the introduction at the beginning of the text. This repetition part could be a summary of all the events or events that are told. At the end of the day, the author writes a summary of all the events or incidents that happened told by referring back to the text orientation section. The author too usually writes comments or personal impressions of events or events recounted in the Events.[22]

e. Language Features of Recount Text

   1) Use of simple past tense
   2) Action verbs: verbs that humans actually do consciously "do" activities, Example sentences: The soldier took the

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[21] Barwick, J. (1999). Targeting text: recount, procedure, exposition, upper level. Australia: Blake Education

[22] Zulfah Siti," *Modul Pembelajaran SMA Bahasa Inggris*",(Medan: Direktorat SMA, Direktorat Jenderal PAUD, DIKDAS dan DIKME,2020), p 12

gun and fired the crime on his foot.

3) Conjunctions: conjunctions used to make continuity of the recount text flow. Frequently used conjunctions. Such as: first, then, after that, before, when, at last, finally, etc.

4) Adverb of time and adverb of place: adverb of time and place of one incident.[23]

f. Example of Recount Text

Orientation:

On 10 November, Indonesia celebrates Hari Pahlawan or heroes Day in remembrance of the Battle of Surabaya which started on that very date in the year 1945.

Events:

The bloody battle took place because Indonesians refused to surrender their weaponry to British army. British Army at that time was part of the Allied Forces. The defiant Bung Tomo is the well-known revolutionary leader who played a very important role in this battle. It all started because of a misunderstanding between British troops in Jakarta and those in Surabaya, under the command of Brigadier A.W.WS. Mallaby. Brigadier Mallaby already had an agreement with Governor of East Java Mr. Surya. The agreement stated that British would not ask Indonesian troops and militia to surrender their weapons.

However, a British plane from Jakarta dropped leaflets all over Surabaya. The leaflet told Indonesians to do otherwise on 27 October 1945. This action angered the Indonesian troops and militia leaders because they felt betrayed

On 30 October 1945, Brigadier Mallaby was killed as he was approaching the British troops' post near Jembatan Merah or Red Bridge, Surabaya. There were many reports about the death, but it was widely believed that the Brigadier was murdered by Indonesian militia. Looking at this situation, Lieutenant General Sir Philip Christison brought in reinforcements to siege the city.

In the early morning of 10 November 1945, British troops began to advance into Surabaya with cover from both naval and air bombardment. Although the Indonesians defended the city heroically, the city was

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[23] Zulfah Siti," *Modul Pembelajaran SMA Bahasa Inggris*",(Medan: Direktorat SMA, Direktorat Jenderal PAUD, DIKDAS dan DIKME,2020), p 12

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conquered within 3 days and the whole battle lasted for 3 weeks. In total, between 6,000 and 16,000 Indonesians died while casualties on the British side were about 600 to 2000.
Reorientation:

Battle of Surabaya caused Indonesia to lose weaponry which hampered the country's independence struggle. However, the battle provoked Indonesian and international mass to rally for the country's independence which made this battle especially important for Indonesian national revolution.[24]

B. Framework

The framework is the relationship between variables compiled from various theories that have been described. According to Sugiyono's theories, the variables that have been described are then analyzed critically and systematically, so as to produce a thorough synthesis of variable relationships.[25] The framework in this research has two variables. Using small group discussion as a free variable, then reading comprehension of recount text as a suspended variables and an object in this research.

Reading comprehension can be defined as an active and interactive activity that tries to understand the content of the text read by producing words mentally and vocally. There are several genres of text that will be studied by high school students, such as narrative text. Descriptive text, recount text, and more. Meanwhile, the recount text used is one of the texts studied by tenth grade students of MA Nahdlatul Ulama' Gembong. A recount is a text in English that tells a story about experiences or events in the past. Its purpose is to inform or entertain the reader.

However, there are several obstacles experienced by students when learning takes place, namely students have difficulty getting the main idea and supporting details from the text, and it takes a long time to find. Students cannot understand what is said in the text because they are less able to identify the general structure of the text after learning takes place.

In response to this problem, the English teacher at MA Nahdlatul Ulama' gembong uses the small group discussion method to overcome the obstacles experienced by students. By using this
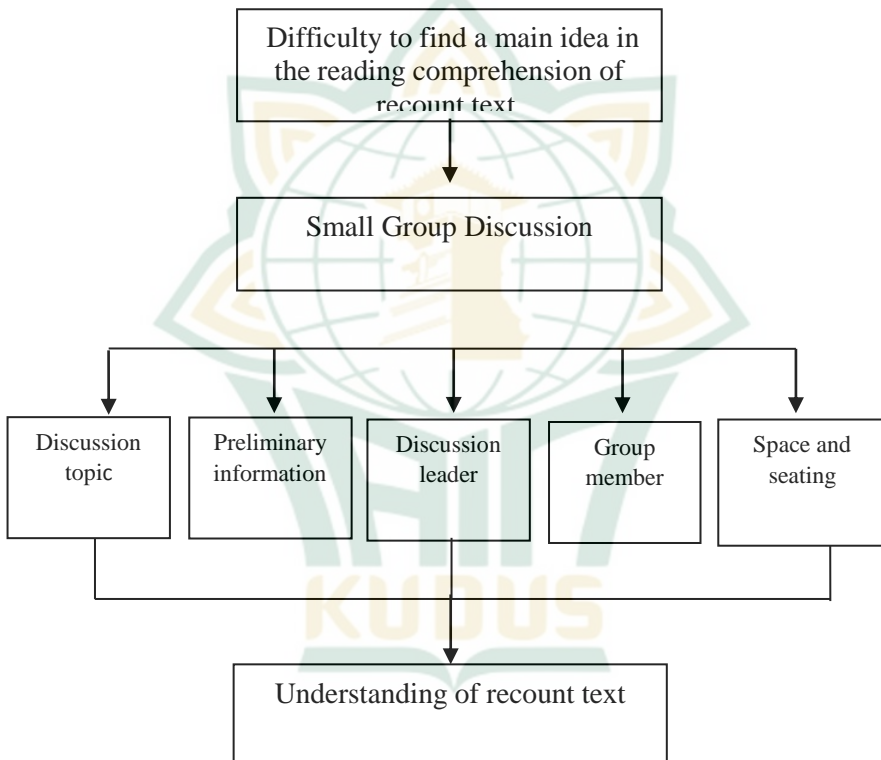
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[24] Zulfah Siti," *Modul Pembelajaran SMA Bahasa Inggris*",(Medan: Direktorat SMA, Direktorat Jenderal PAUD, DIKDAS dan DIKME,2020), p 10-11

[25] Sugiono, *Metode Penelitian Pendidikan*, (Bandung: Alfabeta,2017), p 91

method, it is hoped that it can be a solution to the problems that students experience. The author uses the small group discussion method in this study in terms of the reading ability of the 10th grade students of MA Nahdlatul Ulama' Gembong. Small group discussions can be used by teachers to motivate students to participate in class discussions, especially on recount text material. Students collaborate to generate ideas for answers to questions related to their own material.

Chart 2. 1
Theoretical Framework

Difficulty to find a main idea in the reading comprehension of recount text

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Small Group Discussion

| Discussion topic | Preliminary information | Discussion leader | Group member | Space and seating |

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Understanding of recount text

C. Previous Research

Based on various sources related to this research, there have been some studies related to this research topic:

1. A thesis conducted by Rury D in 2017 entitled "The Effectiveness of Using Small Group Discussion on Students' Reading Comprehension of Recount Text (A Quasi-Experimental Study at the Eight Grade of SMP At Taqwa 02 Bekasi in the Academic Year 2017/2018)

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This research aimed to investigate the effectiveness of small group discussion on students' reading comprehension of recount text. The population in this study is 8th grade students of SMP At-Taqwa 02 Bekasi. There are 3 classes in 8th grade. The total population of students is 75. The sample for this study is 50 students from two classes. Each class collected 25 students. The research method in this research is quantitative research. This research was conducted using an experimental design. Techniques and data collection in this study used a pre-test and post-test given to both classes. In this study, the writer gave a pre-test to see the basic ability of students in reading before using small group discussions to learn to read. The next test is a post-test that will measure the effectiveness of small group discussions on students' reading achievement in a certain period. It means that the effectiveness of the small group discussion technique is significant in learning to read recount text.[26]

From the previous study above, the researcher has similar research that is variable. Small group discussion and reading comprehension of recount text. In Rury's research, she uses a quantitative method while the researcher uses a qualitative method. Rury's object of research is SMP At Taqwa 02 Bekasi, while the object of the author's research is MA NU Gembong.

2. A thesis conducted by Nilma Darise in 2018 entitled "The Effectiveness of Small Group Discussion Method in The Teaching of Reading Comprehension to The Second Grade Students of State Senior High School (SMA Negeri) 3 South Sinjai"

The purpose of the study to describe whether or not the use of small group discussion method is effective in the learning Reading at the second grade students of SMA Negeri 3 South Sinjai. The total population is 160 students, consisting of 6 classes, namely XI.IPA1, XI.IPA2, XI.IPA3 and XI.IPS1, XI.IPS2, XI.IPS3. In this study, Nilma chose class XI.IPS1 as the experimental class because the students' average score is below the assessment standard, and class XI.IPS2 as the control class because in this class the average value of the students is better. Each class consists of 25 students, so the total is a sample of 50

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[26] Rury Durriyah , "The Effectiveness of Using Small Group Discussion on Students' Reading Comprehension of Recount Text (A Quasi-Experimental Study at the Eight Grade of SMP At Taqwa 02 Bekasi in the Academic Year 2017/2018)" (UIN Syarif Hidayatullah ,2017).

students. The instrument of this research is a reading test. The test consists of a pre-test and a post-test. The pre-test is meant to see students' initial knowledge of reading before being given treatment, while the post-test is given to determine student achievement after being given treatment.[27]

From the previous study above, there are 2 variables, but the difference is that Nilma's research only uses the independent variable, namely the small group discussion method, and the dependent variable, namely reading comprehension. Meanwhile, in this study, the author uses 2 variables, namely small group discussion and reading comprehension of recount text.

3. A journal conducted by Intan Dwi Lestari in 2019 entitled "The Implementation Of Small Group Discussion in Teaching Writing Recount Text for The Tenth Grade Students of SMKN 1 Bendo"

The objectives of this study are to describe the implementation, benefits and drawbacks, and solutions to drawbacks in writing instruction. Use Small Group Discussion to recount text. As an approach and type of research, descriptive qualitative research is used in this study. Data sources include the social situation, the participant or informant, and the document. Data collection methods include observation, interviews, and documentation. The researcher employs triangulation to determine the validity of the data. Data analysis techniques include data condensation, data display, conclusion, and verification. As a result of the research, (1) the implementation of small group discussion in writing instruction Recount text is divided into three sections: (a) pre-activity (greeting, praying, checking the attendance list, and explaining the purpose of the learning); (b) while-activity (explaining the stages of the technique); and (c) post-activity (reviewing and making a resume of the material). (2) The benefits include being simple to implement in the classroom and easily understood by students, being effective in teaching different types of texts, increasing participation, and making students more intimate with their peers. (3) The disadvantages are that students need more time to write; they have difficulty translating the words; the inability to implement the correct structure causes some students not to participate; students' motivation to write is still low; and it takes a

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[27] Nilma Darise, "The Effectiveness of Small Group Discussion Method in The Teaching of Reading Comprehension to The Second Grade Students of State Senior High School (SMA Negeri) 3 South Sinjai" (UIN Alauddin Makassar, 2018).

long time because there are four stages that students must complete.[28]

From the previous research above, similar to the variables, the journal above uses the small group discussion method to recount text material. The difference is that the journal above focuses more on teaching writing, while the author uses the small group discussion method in reading comprehension to recount text material.

4. A journal conducted by Agus Rahmat in 2017 entitled "Small Group Discussion Strategy Towards Students' Reading Comprehension of SMA Negeri 11 Balukumba".

The purpose of this study was to determine the effectiveness of the Small Group Discussion Strategy in improving the reading comprehension abilities of eleventh grade students at SMA Negeri 11 Bulukumba. This study used a quasi-experimental design with pre-and post-tests. There were two variables: one independent (the Small Group Discussion Strategy) and one dependent (the students' reading comprehension). This study's population consisted of 122 eleventh grade students from SMA Negeri 11 Bulukumba in the academic year 2013/2014. The researcher used 56 students as the research sample, with 28 students serving as the experimental class in XI IPA 1 and 28 students serving as the control class in XI IPA 2. Purposive sampling was used to select the sample. This study's instrument was a written test that was used as a pre-test and a post-test. The data showed that there was a significant difference between students' post-test scores in the experimental and control groups. The mean post-test score (77.3) in the experimental class was higher than the mean post-test score (71.9) in the controlled class, and the researcher discovered that the value of the t-test (3.176) was higher than the value of the t-table (2.000) at the level of significance. It means that there is a significant difference between the students' pre-test and post-test results. As a result, H0 was rejected while H1 was accepted. Based on the research findings and discussion, the researcher concluded that the use of the Small Group Discussion Strategy in

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[28] Dwi Lestari, Intan "The Implementation of Small Group Discussion in Teaching Writing Recount Text for The Tenth GradeStudents of SMKN 1 Bendo." *English Teaching Journal: A journal of English Literature, Linguistics, and Education*

Improving the Eleventh Grade Students of SMA Negeri 11 Bulukumba's Reading Comprehension was effective.[29]

From the previous research above, researchers have similarities in the journal above, namely variables. Small group discussion and reading comprehension In the journal above, he used quantitative methods while the researchers used qualitative methods. The population that Agus uses is class 11, while the population in this study is class 10. The object of his research is SMA N 1 Balukumba, while the object of the author's research is MA NU Gembong.

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[29] Rahmat, Agus ,"Small Group Discussion Strategy Towards Students' Reading Comprehension of SMA Negeri 1 Balukumba",