

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

A. Description of Research Object

1. The historical of MA Nahdlatul Ulama' Gembong

Ma Nahdlatul Ulama' Gembong is one of the Gembong sub-district's private high schools. This MA is under the auspices of the Al-Ma'arif Gembong Educational Foundation. In 1987, MTs Al-Ma'arif Gembong graduated students for the first time at the initiative of the Kyai, Mr. Sukahar, Mr. Sofwan, and Mr. Solikin. So that there is continuity in NU's education, there must be a madrasah labeled NU at the Aliyah level. Finally, the leaders agreed to form MA Nahdlatul Ulama Gembong in 1987. Mr. Jaelani, Mr. Mu'in Posono, Mr. Nawawi Samirejo, Mr. Hasbullah Bengkal, and Mr. Fatah Salak. It was difficult to find a school principal after MA Nahdlatul Ulama' Gembong was established because you had to be a bachelor; therefore, the figures agreed to find a school principal from outside Gembong, namely Drs. Ali Munfaat. The learning system adheres to, in addition, the government created the Salafi book, which is actually the Ahlus Sunnah wal jama'ah.

MA Nahdlatul Ulama' Gembong was founded in 1987, and stands on a building with an area of 2180 M², with School Statistics Number (NSS) 131233180009, and School Identification Number (NIS) 60729916 and certificate number 84 1989 A. N N. K.¹

MA Nahdlatul Ulama' Gembong has a vision and missions that support the educational goals of the school. MA Nahdlatul Ulama' Gembong vision and missions are as follows:

a. Vision:

Terwujudnya peserta didik yang Beriman, cerdas, Kreatif, dan Inovatif dan berwawasan Lingkungan.

b. Mission:

Untuk mewujudkan visi, MA Nahdlatul Ulama' Gembong menentukan langkah-langkah sebagai berikut:

- *Mendidik anak bangsa yang berakhlakul karimah, kuat dalam aqidah islamiyah, cerdas, terampil dan mandiri.*

¹ Document of school, November 9, 2022.

- *Mencapai prestasi hasil belajar siswa untuk menjadi manusia yang berkualitas serta teladan bagi lingkungannya.*
- *Mencapai madrasah yang islami berbasis pada masyarakat.*²

The vision and mission reflect the future-oriented ideals of the madrasa by paying attention to the potential of the madrasa, the environment, competence, and character that will be owned by all components of the madrasa, especially students, and are based on the Al-Quran and Hadith.

The purpose of education at MA Nahdlatul Ulama' Gembong in general cannot be separated from the goals of national students, namely, developing the potential of students, including:

- *Mewujudkan madrasah yang islami dan bertafaqqohu fi al-din, berakhlakul karimah, dan disiplin.*
- *Membangun pendidikan dengan pembekalan ketrampilan dan pencaian kualitas Sumber Daya Insani (SDI).*
- *Mempersiapkan peserta didik untuk hidup harmoni sebagai anggota masyarakat yang berbudaya, sosial, dan menjaga alam lingkungan yang di jiwai suasana keagamaan.*
- *Membangun peserta didik untuk menjadi manusia yang akrom-saleh.*³

2. The Geographical Location of MA Nahdlatul Ulama' Gembong

According to the author's observations and documentation, MA Nahdlatul Ulama' Gembong Pati is one of the MA in Pati district, located in Gembong village, RT 4 RW 2 District Gembong, and postal code 59162 in Pati Regency, with No Decree of Establishment 422/0371 and signed by Ka. Kanwil, Dep.Dik.Bud Central Java. The school is bordered by:

- North : Bageng village
- South side : Bermi village
- East : Wonosekar village
- West side : Plukaran village

The location of MA Nahdlatul Ulama's Gembong Pati, if reached by vehicle in general, is not too difficult, so

² Document of school, November 9, 2022.

³ Document of school, November 9, 2022.

transportation does not become a problem. The school is situated on the outskirts of the village road, making transportation simple.⁴

3. The Teachers, Employees and Students Condition at MA Nahdlatul Ulama’ Gembong

a. The situation of teachers and employees

The teacher is the most important part of the learning process because they are the ones who carry out the activities of the learning process. Employees who help the process of handling education run smoothly. MA Nahdlatul Ulama' Gembong has 18 teachers registered as teachers and 1 person as the head of administration.

Table 4.1
List of MA Nahdlatul Ulama’ Gembong Teachers and Employees Academic Year 2022-2023

NO	Name	Subject	Tugas mengajar	Status
1.	Ali Sholahuddin M,Pd.I	The headmaster	SKI	Permanent
2.	Andhi Irawan S.sos.	Curriculum Agency/Teacher	PKN/ Indonesian History	Permanent
3.	Suherman S.Pd.	public relations agency/ Teacher	Geography and History	Permanent
4.	Ahmad Maulana	Infrastructure Agency/Teacher	PJOK	Permanent
5.	Warjo S.Pd.	Teacher	Mathematics	Permanent
6.	Endah Sulistyowati S.Pd.	Teacher	English	Permanent
7.	Novieta Aristyanti S.E	Teacher	Economy	Permanent
8.	Zetty Mahareni S.sos	Teacher	Sociology	Permanent
9.	Siti Nur Asiyah S,Pd	Teacher	Indonesian	Permanent
10.	Masudi M.Pd.I	Teacher	Fiqih	Permanent
11.	Darsono	Teacher	PKWU	Permanent
12.	Asmuin S.Pd.I	Teacher	Arabic and KE-NU-AN	Permanent

⁴ Document of school, November 9, 2022.

13.	Mbah Anwar	Teacher	Akidah Akhlak	Permanent
14.	Mbah Asyikin	Teacher	Kitab Nahwu	Permanent
15.	Siti Mas'adah	Teacher	Juz' Amma	Permanent
16.	Ahmad Maulana	Teacher	PJOK	Permanent
17.	Sugiarti S.Pd.I	Teacher	Al Quran Hadits	Permanent
18.	Amilatul Lutvia S.Pd	Teacher	Javanese language	Permanent
19.	Titik Lestari S.Pd	Student Agency	Counseling	Permanent
20.	Ayu Novita Sari S.Pd	Head of administration	-	Permanent
21.	Ahmad Maulana S	Staff of Administration	-	Permanent

The majority of teaching staff and employees at MA Nahdlatul Ulama' Gembong come from the Pati area. Teachers at this school teach general and religious subjects. Only Mrs. Endah Sulistyowati S.Pd. is in charge of English subjects at MA Nahdlatul Ulama' Gembong. In this study, the authors focused on the tenth grade, which was taught by Ms. Endah Sulistyowati, S.Pd. Since 2002, she has worked at MA Nahdlatul Ulama' Gembong. She has taught English subjects for 20 years, also based on the policy of the head of the madrasa in accordance with his field, namely English.⁵

Table 4.2
The Number of Students at MA Nahdlatul Ulama' Gembong
Academic Year 2022/2023

NO	CLASS	TOTAL	TOTAL	
			M	F
1.	X A	21	7	14
2.	X B	22	8	14
3.	XI A	27	14	13
4.	XI B	27	12	15
5.	XII	38	12	26
6.	TOTAL	135	53	82

⁵ Document of school, November 9, 2022.

Table 4.3
List of names of class X A MA Nahdlatul Ulama MA Gembong
for The 2022-2023 Academic Year.

NO	Student's Name	Gender
1.	ADINDA PUJI LESTARI	F
2.	ADITYA ANGGA SAPUTRA	M
3.	ANISA DWI NUR AZIZAH	F
4.	AZKA SOLEHA LAILATUSSYIFA	F
5.	DENY GUSTAVA MARZHIKA	M
6.	DILLA GISKA EKA PUTRI	F
7.	DIMAS AGUNG PRASTYO	M
8.	EKA ANIS SETIYANI	F
9.	FAHRIDHO APRILIAN CAHYADI	M
10.	FERRA ERVIKA ROSSALIA	F
11.	HANIFATUR ROSYIDAH	F
12.	INTAN ATIKA DEWI	F
13.	MARETA SELFIANA IKA RAHAYU	F
14.	MUHAMMAD MANSYUR	M
15.	MUHAMMAD SA'ID SYAHRONI	M
16.	NOVA RINI YUSTANTI	F
17.	PUTRA RAMDANI	M
18.	RASYA FADILLAH CRISTIAN D	M
19.	SALWA NADIA ZULFA	F
20.	SELFIA HANIK OKTAVIANA	F
21.	SINTA NUR JANNATUN NI'MAH	F

Table 4.4
List of names of class X B MA Nahdlatul Ulama MA Gembong
for The 2022-2023 Academic Year.

NO	Students' Name	Gender
1.	AHMAD BACHTIAR	M
2.	AIDIL RAMADHANI	M
3.	AINUN NAFI'AH	F
4.	AULIA NOVITA SARI	F
5.	AZZARIA NURCAHYA NING TYAS	F
6.	BAYU PRASETYO	M
7.	CITRA YANITA OKTAVIA	F
8.	DAVIN AL DIANSYAH	M
9.	DEWI FATKHURROHMI	F
10.	DYAH AYU MAHARANI	F
11.	FUTRIA ANGGI RIZQI K.N	F

12.	FITRIA RAHMADHANI	F
13.	INTAN ANGGRAINI	F
14.	MUHAMMAD RIVAL MAULANA	M
15.	JULIAN ANGGARA KUSUMA	M
16.	REVA LUBNATUS SEFUNA AGUSTIANI	F
17.	RIO AJI FIRANSYAH	M
18.	ROISUL KHOIR	M
19.	SALWA FATKHIYATUL HIDAYAH	F
20.	SANIA NOVITA HANDAYANI	F
21.	SHOFA FITRI OKTAVIA	F
22.	UMI PUTRI LESTARI	F

B. Research Result

1. The implementation of Small Group Discussion on Students’ Reading Comprehension of Recount Text at The Tenth Grade of Ma Nahdlatul Ulama’ Gembong

Before carrying out learning in class, especially in English subjects and in recount text material, the English teacher must make various preparations. This is in accordance with the statement of Ms. Endah Sulistyowati, an English teacher at MA Nahdlatul Ulama' Gembong. He stated that a good teacher is one who has prepared teaching materials before entering class. This is in accordance with what Mrs. Endah Sulistyowati did, before carrying out teaching and learning activities, she prepared materials and made learning tools such as a syllabus, an annual program, a semester program, and lesson plans.⁶

The observation results show that MA Nahdlatul Ulama' uses the K13 curriculum to support learning. This is in accordance with the statement by the head of MA Nahdlatul Ulama' Gembong, Mr. Ali Sholahudin, that at this time in MA Nahdlatul Ulama' Gembong, they are still implementing the K13 curriculum, but for the 2023–2024 school year, MA Nahdlatul Ulama' Gembong will use an independent curriculum in accordance with As recommended by the government, MA Nahdlatul Ulama' Gembong will use an independent curriculum

⁶ The English Teacher, Interview by the writer, Transcript, Interview 1, October 31, 2022.

for grade 10. However, for grades 11 and 12, it will continue to use Curriculum 13.⁷

The small group discussion method was used to assess tenth grade MA Nahdlatul Ulama' Gembong students' reading comprehension of the recount text. The author's interview with Ms. Endah Sulistyowati, an English teacher at MA Nahdlatul Ulama' Gembong, follows the results. Mrs. Endah Sulistyowati used small group discussion to read recount texts in grade ten, she stated and confirmed. She also stated that he had been using small group discussions a few years ago.⁸

The statement from Mrs. Endah was confirmed by the results of the author's interviews with students in class X. Umi Putri Lestari from class XB, Dimas Agung from class XA, and his friends confirmed that Ms. Endah Sulistyowati used the small group discussion method on students' reading comprehension of recount texts in class ten of MA Nahdlatul Ulama' Gembong.⁹

The reason for applying the small group discussion method to the reading comprehension of recount texts for MA Nahdlatul Ulama 'Gembong students in class X is because there are several reasons, as explained by Ms. Endah Sulistyowati. She explained that the reason for applying the small group discussion method in grade 10 to reading comprehension recount text was that by using small group discussion in teaching reading comprehension, students would be able to understand the text better, more easily, and with more confidence, enjoy and feel the fun in class, and attract students to participate.¹⁰

The explanation from Mrs. Endah is in accordance with the statement by the headmaster of the MA Nahdlatul Ulama Gembong. Mr. Ali Sholahudin explained that:

The method is a means, a framework, or the teacher's concept of conveying learning material. Before entering class, the teacher must plan the lesson, after that, the teacher applies the existing methods to the lesson plan. I free the teacher to use learning methods according to his personal wishes

⁷ The Principal, Interview by the writer, Transcript, Interview 2, October 25, 2022

⁸ The English Teacher, Interview by the writer, Transcript, Interview 1, October 31, 2022.

⁹ The students, Interview by writer, Transcript, Interview 3, November 3 & 4, 2022.

¹⁰ The English Teacher, Interview by the writer, Interview 1, Transcript, October 31, 2022.

because only the teacher knows the material, the conditions of the students in the class, and the atmosphere of the class. But before entering class, I explained beforehand that the teacher must make a learning device that has been approved by the school principal.¹¹

The data above is reinforced by direct observation by the author, namely that when the English teacher teaches using the small group discussion method on students' reading comprehension of recount texts in grade ten, many students play an active role in learning.

Based on the results of observations, interviews, and documentation that the author did at the MA Nahdlatul Ulama' Gembong, The author obtained data about the process of implementing small group discussions on students' reading comprehension of recount text at the tenth grade of MA Nahdlatul Ulama' Gembong.

The results of research regarding the application of the small group discussion method can be seen from the results of interviews with English teachers. Ms. Endah Sulistyowati uses small group discussions as a method of reading recount texts in class X.¹²

This was reinforced by the statement of the school principal, Mr. Ali Sholahudin, regarding learning innovation at MA Mahdlatul Ulama Gembong. Mr. Ali Salahuddin explained that innovation is renewal, meaning that teachers are free to make as many learning innovations as possible so that learning is not monotonous and students are not bored with school.¹³

The English subject at MA Nahdlatul Ulama' Gembong gets an allotted time of 2 x 45 minutes, with details of 2 learning hours of 45 minutes.

According to the results of interviews about the steps for early learning activities that apply the small group discussion method to the reading comprehension of the recount text of class X MA Nahdlatul Ulama' Gembong students, as was done by Ms. Endah Sulistyowati in carrying out learning by applying the small

¹¹ The principal, Interview by the writer, Interview 2, Transcript, October 25, 2022.

¹² The English Teacher, Interview by the writer, Interview 1, Transcript, October 31, 2022.

¹³ The principal, Interview by the writer, Interview 2, Transcript, October 25, 2022.

group discussion method, she explained that before starting the lesson, Mrs. Endah Sulistyowati greeted and took the students' roll call, after which she invited students to read basmalah together so that today's learning went smoothly and they gained useful knowledge. After that, she gave a few questions so students could remember last week's material.¹⁴

After the initial activities are carried out, enter the core learning process, where Mrs. Endah Sulistyowati uses the small group discussion method in her learning. The material presented is reading comprehension material using recount text. It is not enough just to read because students get bored and fall asleep more easily. This is supported by the statement of Mrs. Endah Sulistyowati as an English teacher, she said the small group discussion method is used when learning reading comprehension because interest in reading is very low, so when the English teacher asks students to read, they get bored and sleepy in class. So Mrs. Endah used the small group discussion method on students' reading comprehension of recount texts in grade ten.¹⁵

According to the results of the author's interview with the English teacher, the steps for using small group discussions on students' reading comprehension of recount texts in the tenth grade of MA Nahdlatul Ulama' Gembong were stated by Mrs. Endah Sulistyowati:

I explained material about recount texts. After the students understood the material, I divided the group into four groups. One group consists of four members. After that, I asked one person to be the leader of the group. Next, I gave a recount text reading and answered a few questions. After that, I explained how to solve the problem. After that, each group is invited to have a discussion led by the head of that group. After finishing the discussion, I asked the group leader to come to the front of the class and show the results of the group's discussion, and then the other groups responded or asked questions about the results of the presentation. Presentations rotate among all groups.¹⁶

¹⁴ The English Teacher, Interview by the writer, Interview 1, Transcript, October 31, 2022

¹⁵ The English Teacher, Interview by the writer, Interview 1, Transcript, October 31, 2022

¹⁶ The English Teacher, Interview by the writer, Interview 1, Transcript, October 31, 2022

This is also related to the statement from a class X student, namely Azzaria Cahyaning Tyas. She knows the steps that Mrs. Endah Sulistowati applied to the small group discussion method. She expressed her opinion to the author that before starting the discussion, Ms. Endah formed a group, followed by determining the group leader, and after that, the chairperson took questions from the teacher, the group discussed, and the chairperson came to the front of the class to provide answers to the results of the discussion.¹⁷

According to Nova Rini Yustanti, the steps taken by the English teacher to apply the small group discussion method are almost the same, namely, the first step before starting the discussion, Ms. Endah Sulistyowati explains the recount text material, then forms groups and elects group leaders, then provides material for discussion, then the students start discussing, and finally the group leader presents the results of the discussion in front of the class.¹⁸

According to the results of interviews conducted by the author with other tenth graders, most of the students who understood the English teacher's steps when applying the small group discussion method first formed a group, and each group appointed a leader for the group. They then worked on or had discussions with one another, and the discussion ended by showing the results of the discussion in front of the class.¹⁹

Teachers provide opportunities for students to be active in learning. So far, the teacher has only acted as a moderator and facilitator in discussion activities. Students have the opportunity to ask and respond freely. Ms. Endah Sulistyowati's statement is the result of her interview with the author, she gave students the freedom to ask questions and respond to other groups' presentations. After the discussion activities took place, Mrs. Endah discussed the evaluation of the discussions that had been carried out by the students. Because in this discussion the teacher acts as a moderator and facilitator, the teacher is a filler who

¹⁷Azzaria, Interview by the writer, Transcript, Interview 3, November 3, 2022.

¹⁸Nova, Interview by the writer, Transcript, Interview 3, November 4, 2022.

¹⁹The students, Interview by the writer, Transcript, Interview 3, November 3 & 4, 2022.

organizes lessons, encourages student work, arranges appropriate assignments, and mediates their discussions.²⁰

After the core activity ends, the final activity is assessing the results of the discussion. This is in accordance with the statement of Mrs. Endah Sulistyowati: "After the presentation, question and answer and discussion activities are finished, my task is to re-evaluate the results of the student discussions. So students will know the real answer to the problem being discussed."²¹

The use of small group discussions is one of the learning activities that makes students happy to discuss and be more active. The same is true for Muhammad Rival Maulana, a tenth-grade student at MA Nahdlatul Ulama' Gembong. The results of the interviews with the authors stated that what Rival felt when the English teacher applied the small group discussion method in his class was happiness, he liked Mrs. Endah's way of teaching, and learning in class was not monotonous or boring. Rival also stated to the writer that at first the class was crowded because the students were joking around and chatting with friends, but after the English teacher applied the small group discussion method, the class became crowded because students were discussing with their friends or group mates.²²

Adding to Rival's opinion, the feeling that Syahroni felt when the teacher applied the small group discussion method in his class was that the method used by Mrs. Endah was fun and not boring compared to when the English teacher used the lecture method in class, which made students easily sleepy during learning so that the level of student participation was lower compared to when the teacher applied the small group discussion method, where he understood the material better because according to him, he and his group mates had to discuss solving problems together.²³

The same opinion was expressed by another tenth grader to the writer during the interview. The feelings they felt when Mrs. Endah Sulistyowati applied the small group discussion

²⁰ The English Teacher, Interview by the writer, Interview 1, Transcript, October 31, 2022.

²¹ The English Teacher, Interview by the writer, Interview 1, Transcript, October 31, 2022.

²² Rival, Interview by the writer, Transcript, Interview 3, November 3, 2022.

²³ Syahroni, Interview by the writer, Transcript, Interview 3, November 4, 2022.

method in her class were happiness, fun learning that was not boring, and not making them sleepy. They also said that by using this method, they discussed and solved problems together with friends.²⁴ This data is further strengthened by the results of observations made by the author, namely, when the English teacher carried out learning with small group discussions in classes X A and X B, it turned out that most of the students played an active role in learning.

So with the small group discussion method of learning, it can improve reading comprehension of recount texts in the tenth grade of MA Nahdlatul Ulama' Gembong. Because by using this method, learning in class is not monotonous or boring and can increase student literacy. This statement is supported by the results of interviews with the author's English teacher, namely Mrs. Endah Sulistyowati, who expressed the opinion that there was an increase after he used this small group discussion method, students who were lazy to read became fond of reading, and students became more active in learning.²⁵

The data was also corroborated by statements from students in classes X A and X B about the small group discussion method helping students to understand recount text material. They said that the English teacher applied the small group discussion method, and they understood the material being taught better. Because before starting the discussion, the teacher explains the material first, if students don't understand, they discuss it together with the group.²⁶

2. The supporting and obstacles to the use of small group discussion on students' reading comprehension of recount text at the tenth grade of MA Nahdlatul Ulama' Gembong

Based on the findings of the author's interview with MA Nahdlatul Ulama' Gembong's English teacher, by using small group discussions as a method of learning reading comprehension of recount texts to tenth grade students. There are several supporting factors in the use of this method, one of which is to make students more active in the classroom. This statement is in line with what Mrs. Endah Sulistyowati said:

²⁴ The students, Interview by the writer, Transcript, Interview 3, November 3-4, 2022.

²⁵ The English Teacher, Interview by the writer, Interview 1, Transcript, October 31, 2022.

²⁶ The students, Interview by writer, Transcript, November 3 & 4, 2022.

This small group discussion method has several supporting factors, one of which is that it encourages students to participate in classroom learning activities. All students can be active in teaching and learning activities, teaches students to respect the opinions of others and work together with their friends, develop communication skills for students, increase student participation individually in groups or in class, and can develop their knowledge because students can exchange opinions with their groups or other groups.²⁷

The data is supported by the headmaster of the MA Nahdlatul Ulama' Gembong School, Mr. Ali Sholahudin M.Pd.I, he said that the supporting factors were adequate facilities to support learning. The facilities at MA Nahdlatul Ulama' to support teaching and learning activities are quite adequate. He said that the MA Nahdlatul Ulama' Gembong was supervised by Al Ma'arif Gembong, so the MA building became one with the MTs building, the lower floor of the MTs building, and the second floor belonged to the MA. The MA building consists of five classrooms, each of which is in good condition.

Not only classroom facilities support learning activities, but outside of class, the facilities at MA Nahdlatul Ulama' Gembong are also quite decent and adequate. Like the existence of a library room that students can use to read and look for book references. Apart from the library, MA Nahdlatul Ulama' has a computer laboratory that can support student learning activities. This is in accordance with Mr. Ali Sholahudin's statement, in his opinion, apart from classrooms, MA Nahdlatul Ulama' Gembong also has a library for students, so that students can read and look for book references, which is expected so that students have high literacy. In addition, the computer lab provides support for student learning activities, which is expected so that students are not technologically illiterate.

Another factor that supports the use of small group discussions is supporting teachers' use of media in teaching and learning activities. The media, according to Mr. Ali Sholahudin, is a supporter of learning at MA Nahdlatul Ulama' Gembong. According to him, the media owned by MA Nahdlatul Ulama' Gembong is sufficient to support teaching and learning activities

²⁷ The English Teacher, Interview by the writer, Interview 1, Transcript, October 31, 2022.

carried out by students and teachers. MA Nahdlatul Ulama' Gembong has speakers that English teachers can use to listen to materials, and we also have projectors to support English teachers' learning of the material, which is like a film or something like that.²⁸

This data is supported by the statements of class X students about the benefits students get when the teacher carries out small group discussions on the reading comprehension of recount texts for class X students of MA Nahdlatul Ulama' Gembong. Opinion from Shofa Fitri Oktavia, The benefit she gets is that she understands better if Endah's mother uses the small group discussion method to learn recount texts. With this method, Shofa can understand better because she can discuss and exchange ideas with her other friends, is not easily bored, is more active in learning, and learning becomes more fun.²⁹

The statement above is supported by statements from other students, particularly Ferra Ervika Rossalia, who stated that when the teacher used this method, discussions become more enjoyable, recount text material becomes easier to understand because Mrs. Endah explains the material first, and if you don't understand, discuss it with friends. And he became more confident because, after finishing the discussion, the results of the discussion were presented in front of the class.³⁰

According to the results of the author's interviews with other tenth graders, most of the students said that the advantage they got when the English teacher used the small group discussion method in their class was that they could understand the material easily, especially recount text material, so that students' interest in learning increased and they were more active in learning. Apart from that, in the opinion of the tenth grade, discussions can also refresh students' brains and allow them to exchange opinions with other friends, the last one is that they can learn to be confident.³¹

The supporting factors and benefits gained by students through the use of small group discussions are listed above.

²⁸ The principal, Interview by the writer, Interview 2, Transcript, October 25, 2022.

²⁹ Shofa, Interview by the writer, Transcript, Interview 3, November 3, 2022.

³⁰ Ferra, Interview by the writer, Transcript, Interview 3, November 4, 2022.

³¹ The students, Interview by the writer, Transcript, Interview 3, November 3 & 4, 2022.

Obstacle factors are a logical reason for using this small group discussion. According to Ms. Endah Sulistyowati, there are several things that become obstacle factors. This statement was conveyed by Mrs. Endah Sulistyowati during the interview. She said that:

Not only is it fun to use this small group discussion method, but there are also inhibiting factors, namely that the discussion is usually boring for students. The discussion also takes a long time, so it's not an efficient. The second barrier is that he may become dependent on the group, to the point where he is not actively participating in discussions. The third is can appear to dominate from one group. Small group inhibiting factors for teachers can complicate classroom management.³²

This assertion is supported by the statements of a student in class XB named Roisul Khoir and other students interviewed by the author, all of whom agree that the weakness or constraint of the method is that the inhibiting factor for this method is the short time, and there are other students who do not participate in the discussion, some groups, only one person does it.³³

This statement by a class XB student was also confirmed by a class XA student named Hanifatur Rosyidah. When interviewed by the author, Hanifatur and his friends stated that the problem was a lack of time because students started to like and enjoy the discussion, but time was up, and there were some students who did not participate in the discussion. The last obstacle students felt was that it was difficult to present the results of their discussion in front of class.³⁴

There are several methods used by Ms. Endah Sulistyowati to overcome the problem of applying the small group discussion method to students' reading comprehension of recount texts. In the author's interview with Ms. Endah, she said setting an alarm on your cellphone is in accordance with the lesson plan so that learning in the class is directed and doesn't take up a lot of time. Second, before starting the discussion, the teacher must remind and give rules that are prohibited for students, if the rules are not obeyed, there will be a penalty or

³²The English Teacher, Interview by the writer, Interview 1, Transcript, October 31, 2022.

³³The students, Interview by writer, Transcript 3, November 3 & 4, 2022.

³⁴The students, Interview by writer, Transcript 3, November 3 & 4, 2022.

point deduction. The results of the discussions carried out by students must be related to the topics discussed. Teacher Students should be motivated and enthusiastic.³⁵

C. Research Analysis

Research Results Data at MA Nahdlatul Ulama' Gembong After the authors conducted research on the use of small group discussions on reading comprehension of recount texts for class X MA Nahdlatul Ulama' Gembong, through several lessons learned, the authors finally obtained the data collected, and from the data is collected into a report. The results of this study have been described in the previous discussion. Furthermore, these data will be analyzed so that they can be interpreted and can then be concluded.

1. Analysis of the implementation small group discussion on students' reading comprehension recount text at the tenth grade of MA nahdlatul Ulama' Gembong

In carrying out learning in class, especially in English subjects and in recount text material, English teachers must be able to carry out lesson plans systematically. English teachers must create teaching methods in order to achieve effective learning objectives. The English teacher has a clearer target in creating a framework for thinking for students based on their needs by using the small group discussion learning method in reading comprehension of recount text. The preparations made by a teacher before starting to teach are.

a. Preparing materials and teaching materials

Every time a smart teacher prepares to teach, they go over the learning material that will be covered. This includes reflecting on previous learning so that if there are any obstacles, a solution can be found or anticipated immediately.

Even though teacher has been studying on campus for a long time, this does not negate the need to read the materials or create teaching materials. The smart teacher can identify which friends or subjects require special attention by conducting a review before teaching so that all students understand the material that the smart teacher conveys.

³⁵The English Teacher, Interview by the writer, Interview 1, Transcript, October 31, 2022.

b. Making learning tools

Teacher equipment in teaching, also known as learning tools, is critical to prepare and not just for administrative purposes. However, this learning tool will influence how the learning process in the classroom unfolds in the future.

A syllabus, an annual program, a semester program, and a learning implementation plan are among the learning tools. If all of these learning tools are carefully prepared, the smart teacher will have no trouble creating a conducive learning and teaching environment.

c. Preparing learning media

After the learning device is finished, the learning media must be prepared before the smart teacher can start teaching. Learning media is a tool that can help the learning process succeed. Good learning media can meet students' needs or assist students in overcoming learning difficulties.

There are numerous kinds of learning media. Smart teachers can select the learning media that best suits the characteristics of their students as well as the problems they face. Teachers can begin by empathizing with students and then defining the learning problems that students are currently experiencing. After that, all Smart Guru has to do is generate ideas and prototypes. If the prototype has already been completed, remember to conduct a trial run so that you can make improvements to the media that has been created.

d. Evaluating

The next step in pre-teaching preparation is to create an assessment or evaluation. The form of the assessment instrument used by the smart teacher must be tailored to the previously established learning objectives. The outcome of this evaluation or assessment process is evidence of whether or not the learning objectives were met. Furthermore, the type of assessment and evaluation that is determined after determining the learning objectives has a significant impact on how the learning process will unfold.

Curriculum 13 is the curriculum used by MA Nahdlatul Ulama' Gembong. In the interview session conducted by the author with the principal of MA Nahdlatul Ulama' Gembong, they still use Curriculum 13, but in the new academic year 2023-2024, they are trying to use an independent curriculum in grade 10. For the following academic year, it is hoped that MA

Nahdlatul Ulama's grades 11 and 12 will use the government-recommended curriculum, namely the independent curriculum.

The use of small group discussions on students' reading comprehension of recount text in the tenth grade has been implemented at MA Nahdlatul Ulama' Gembong for the last few years by Mrs. Endah Sulistyowati S.Pd. as the English teacher. The 10th grade students who were separated between classes X A and X B confirmed that the English teacher used small group discussions.

There are several reasons English teachers use small group discussions on students' reading comprehension of account texts at the tenth grade of MA Nahdlatul Ulama' Gembong, namely:

- a. Understand the text well and easily.
Due to the use of small group discussion on students' reading comprehension of recount text, in this case students are required to read. By using small group discussion, students will read the recount text together with their group mates and then discuss it together so that students can understand the text well and already.
- b. More confident
It makes students more confident because, by discussing together in one group, they improve communication and are able to control their feelings. Apart from that, expressing opinions can increase students' courage.
- c. Enjoy and feel happy in class
Learning reading comprehension from recount text requires students to read, and reading is synonymous with being bored, so the teacher uses this method so that students enjoy and feel happy in class.
- d. Attract students to participate
The reason English teachers use small group discussions on students' reading comprehension of recount texts is to encourage students to participate. Because students discuss in one group using this method, students can participate effectively.

The method developed at MA Nahdlatul Ulama' Gembong is a means, or framework, by which the teacher's concept conveys the learning material being taught. Before entering class, the teacher must plan the lesson, after that, the teacher applies the existing methods to the lesson plan. The

teacher is free to use learning methods that are in accordance with personal wishes because only the teacher knows the material, the conditions of the students in the class, and the class atmosphere. However, before entering class, the teacher must create learning tools, such as lesson plans, annual programs, and semester programs that have been approved by the school principal and contain minimum competency standards, indicators for providing learning outcomes, and evaluation procedures for each subject.

Learning innovation is an update on learning activities. So the teacher is free to use the method used in class so that learning is not monotonous and students are not sleepy. The learning innovation carried out by Mrs. Endah Sulisyowati, S.Pd. is using small group discussions on students' reading comprehension of recount text at the tenth grade of MA Nahdlatul Ulama' Gembong.

The results of observations made by the author are the steps for implementing small group discussions on reading comprehension of recount texts for the tenth grade students of MA Nahdlatul Ulama Gembong. The steps for implementing small group discussions conducted by Mrs. Endah Sulistyowati include the following: (1) The English teacher explains material about recount text, after students understand the material. (2) the teacher divides students into 4 groups, each group consists of 4-5 members (3) The teacher then asks each group to choose a leader for their group (4) The teacher explains and provides a recount of the text readings, along with several questions for discussion (5) The group is invited to have a discussion led by the chairman (6) After finishing the discussion, each group leader comes to the front of the class to present the results of the group's discussion, then the other groups respond and ask questions (7) The teacher gives an evaluation by explaining the results of student discussions.

The steps for implementing small group discussions on reading comprehension of recount texts for MA Nahdlatul Ulama' Gembong students in class X are relevant to Ismail S.M. The procedure is as follows: (1) The teacher divides the class into groups consisting of a maximum of 5 students, and each group appoints a chairman and secretary (2) The teacher gives the recount text reading along with the questions to the students. (3) Instruct each group to start discussing the answers to the

questions the teacher has given (4) Ensure that each member actively participates in the discussion. (5) Instruct each team via a written assignment to present their findings in a group discussion forum. (6) Clarification, conclusion, and follow-up (Teacher)³⁶

The results of the observations made by the author show that the teacher has carried out the small group discussion method, and the steps applied by the teacher approach the theory put forward by Ismail S.M.

The tenth grade students argued that they were aware of the steps taken by the English teacher in applying small group discussion to students' reading comprehension of recount texts in the tenth grade of MA Nahdlatul Ulama' Gembong. They realized that the first step taken by the English teacher was to form groups, but some students also understood that the first step taken by the English teacher was to explain the material. After that, the group head was chosen because the chairperson led the discussion in each group. Students then discuss the topic that the teacher gave at the beginning. After the discussion is over, students present or explain the results of the discussion with their group in front of the class, led by the head of each group.

The English teacher has a very good role as a teacher of reading comprehension by using small group discussions in tenth grade. Besides acting as an English teacher, she also acts as a facilitator and moderator to lead learning activities and small group discussions.

Students feel happy if the English teacher applies the small group discussion method during learning. According to them, by using this method, learning is not monotonous or boring, so it is not easy to fall asleep in class. By using this small group discussion, learning becomes fun and easy to understand. Students can exchange ideas with friends so that they can solve problems together. The class that was originally busy because students were chatting now becomes lively because students are discussing.

There was an increase after the teacher used small group discussions on students' reading comprehension of recount text at the tenth grade of MA Nahdlatul Ulama'. Students better understood the recount text material, and they were not lazy to

³⁶ Ismail SM, "Strategi Pembelajaran Agama Islam Berbasis PAOKEM; Pembelajaran Aktif, Inovatif, Kreatif, dan Menyenangkan" (Semarang: RaSailMedia Group, 2008), 87-88

read, so the teacher could get used to the reading culture to increase student literacy.

There are several ways that English teachers use to overcome problems in the use of small group discussions on reading comprehension of recount texts for class X MA Nahdlatul Ulama' Gembong, among others, by setting the time on the teacher's cell phone so that class time is well organized and not spend much time, Give the rules that have been agreed upon with the students before starting the discussion. If the rules are violated, there will be sanctions or reduced points, the results of student discussions must be related to the topics discussed, providing motivation and encouragement to students.

2. Analysis of the supporting and obstacles to the use of small group discussion on students' reading comprehension of recount text at the tenth grade of MA Nahdlatul Ulama' Gembong

The use of small group discussion for reading comprehension of recount text at the tenth grade by MA Nahdlatul Ulama Gembong has several supporting and inhibiting factors. The following are some of the supporting factors for the use of small group discussions: (1) Students are more active in class learning and actively participate in discussions. (2) Teach students to respect the opinions of others and work together with their friends. (3) Develop knowledge because students can exchange opinions with their groups or other groups. (4) Develop communication skills for students. (5) Encouraging individual student participation in groups or in class.

Factors supporting the use of small group discussions on students' reading comprehension of recount text at the tenth grade of MA Nahdlatul Ulama' Gembong are relevant to several experts, as Kosasih E mentions the advantages of the small group discussion method. These 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.³⁷

Students benefit from the application of small group discussions to their reading comprehension of recount text at the tenth chapter of MA Nahdlatul Ulama' Gembong in that they understand more about the material of the recount text because they can discuss and exchange ideas with their friends, making learning fun. Not boring and active students, students can learn to be confident by expressing their opinions and presenting them in front of the class.

Facilities to support teachers in learning activities at MA Nahdlatul Ulama' Gembong are quite adequate because MA Nahdlatul Ulama' Gembong is under the auspices of the Al-Ma'arif Gembong foundation, so the MA and MTs buildings are one, floor 1 for the MTs building and the 2nd floor for the MA building. As for the classrooms owned by MA Nahdlatul Ulama' Gembong, class X has 2 classrooms, namely class X A and B, and 2 classrooms for XI, namely class XI A and B, and 1 classroom for class XII. In addition to classrooms, other supporting facilities are library whose function is to read or look for references and a computer laboratory so that students are not technologically illiterate.

The media that helps teachers carry out teaching and learning activities is quite adequate. The media available at MA Nahdlatul Ulama' include speakers that English teachers can use for listening material and projectors. Language teachers can use this media to support learning, such as watching movies.

The following are the impediments to using small group discussions on reading comprehension of recount texts for MA Nahdlatul Ulama' Gembong students in class X: (1) Discussion can usually make students bored. (2) The discussion takes a long time, so it is not in accordance with an efficient method. (3) The emergence of student dependence on the group. (4) One group can appear to dominate. Meanwhile, the inhibiting factors for teachers are (5) Difficulties in managing the class.

The inhibiting factors of using small group discussions on students' reading comprehension of recount text in the tenth grade of MA Nahdlatul Ulama' Gembong are relevant to Jumanta

³⁷Kosasih E, "Strategi Belajar dan Pembelajaran Implementasi Kurikulum" (Bandung: Yrama Widya, 2013), 108.

Hamdayana's shortcomings, including (1) The learning time is longer. (2) Time can be wasted. (3) Shy and quiet children become less aggressive. (4) Certain students dominate discussions.³⁸

There are several things related to the weaknesses or constraints felt by students in the tenth grade of MA Nahdlatul Ulama' Gembong in the use of small group discussions on students' reading comprehension of recount texts, namely: (1) The time is not long enough. (2) Some students do not want to participate in discussions. (3) Even in one group, only one child worked on the problem, and (4) it was difficult to show the results of the discussion in front of the class.

Ms. Endah Sulistyowati, an English teacher, conducted several methods to overcome problems in applying small group discussion to students' reading comprehension of recount texts based on the results of observations and interviews conducted by the author on the use of small group discussion on reading comprehension of class X MA Nahdlatul Ulama' Gembong students. (1) Setting an alarm on the cellphone in accordance with the lesson plan so that learning in class is timed and efficient. (2) Remind students that before starting the discussion there are rules that must be prohibited, if the rules are not complied with, there will be penalties or point deductions. (3) The results of discussions carried out by students must be related to the topic discussed. (4) Give motivation and enthusiasm to students.

The observation results show that an English teacher can solve problems in the implementation of small group discussions very well. The solution is considered effective or supportive in overcoming the problem of applying the method. Because students become active and enthusiastic in learning activities. Classes that are crowded and rowdy become under control because students are afraid of being punished according to the rules that have been made and agreed upon beforehand.

³⁸Jumanta Hamdayana, "Metodologi Pengajaran" (Jakarta: Bumi Aksara, 2016), 83-84.