

**THE EFFECTIVENESS OF SMALL GROUP DISCUSSION  
METHOD IN TEACHING READING COMPREHENSION**

**Thesis**

Presented to

State Islamic Institute of Kediri

in Partial Fulfillment of the Requirements

For the Degree of *Sarjana* in English Language Education



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This thesis is to fulfill the requirement for degree of *Sarjana (S1)* in the English Language Education Department State Islamic Institute (IAIN) of Kediri.

Kediri, December 5<sup>th</sup> 2022

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## ABSTRACT

Reading is a skill to create much as learning to think and to write effectively. Reading is a skill that needs a variety of skills, including vocabulary, previous knowledge, and mechanics. Reading is a difficult activity that not only requires the reader to read the text but also their understanding of the subject matter. Many junior and senior high school English teachers struggle to teach reading in any form complicated and instead prefer to teach structure. The objective of this research is to investigate whether or not the use of small group discussion method was effective in the teaching reading comprehension to the third-grade students

The design of the research is quantitative study that use an experimental design with two experimental and control groups, this research uses a quasi-experimental design. The control group instructed using reading aloud method, whereas the experimental group taught using the Small Group Discussion approach. The control group instructed using reading aloud method, whereas the experimental group taught using the Small Group Discussion approach. the data was analysed by using the Mann Whitney u test because the distribution of data was not normal.

The research was conducted by following the procedure giving pre-test and post-test. Pre-test was given to see the student's basic capability in reading before the treatment was conducted. Post-test measured the effectiveness of the treatment towards students' reading achievement in a certain period. The data were collected from test items which were tested to the students before and after treatment. that the Asymp. Sig. (2-tailed) value of the class was .828, which was higher than 0.05. In addition to this, it showed that the alternative hypothesis was rejected and null hypothesis was accepted. The post test of experimental class had a higher overall score than the control class did on average. The students seemed more enthusiastic and involved in the learning process using the small group discussion method. The researcher concluded that small group discussion was successfully implemented in learning reading comprehension, but there was no significant difference using the reading aloud method on SMPN 1 Gampengrejo.

**Keywords:** *reading comprehension, effectiveness, small group discussion.*