

**THE IMPLEMENTATION OF GROUP DISCUSSION METHOD
TO TEACH READING COMPREHENSION
AT MAN 1 PONOROGO**

THESIS



By

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ABSTRACT

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Key Word: Group Discussion Method, Reading Comprehension

Reading is a life-long skill that can be practiced not only at school but also in one's life. Reading activities are essentially more than just reciting written symbols; more than that, the reader must understand the message or information contained in the text. Reading is a basic language ability in the life of every human being. In an attempt to improve students' reading comprehension, it is necessary to implement the appropriate learning method, one of which is the group discussion method. The group discussion method is a learning process that involves conducting small group discussions that aim to give students the skills to cooperate in solving problems related to subject matter and problems faced in everyday life. In the application of the group discussion method, there are steps that must be considered by the teacher. This study describes the application of the group discussion method to teach English reading comprehension in class XI, Religion 2 MAN 1 Ponorogo.

The aims of this research are: 1) to describe how the teacher implements the group discussion method to teach reading comprehension; and 2) to identify students' responses toward the implementation of the group discussion method in reading comprehension. 3) To identify teachers' perceptions toward the implementation of the group discussion method in teaching reading comprehension.

This research was designed using a descriptive-qualitative method. The subjects of this study were 20 students in class XI (Religion 2, MAN 1, Ponorogo). Data collection in this study was carried out through observation, questionnaires, and interviews.

The results of this study show that the application of the group discussion method is carried out through several stages, namely the preparation stage, the implementation stage, and the follow-up stage of the discussion. In the application of the group discussion method, students are more active in arguing, and the teacher acts as a facilitator during the discussion process. Students feel happy if English learning is done in the form of group discussion. The group discussion method makes students feel comfortable during the learning process, but in the application of the group discussion method, there is one group member who tends to dominate the discussion.

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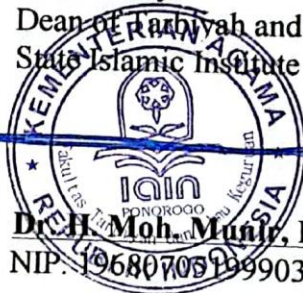
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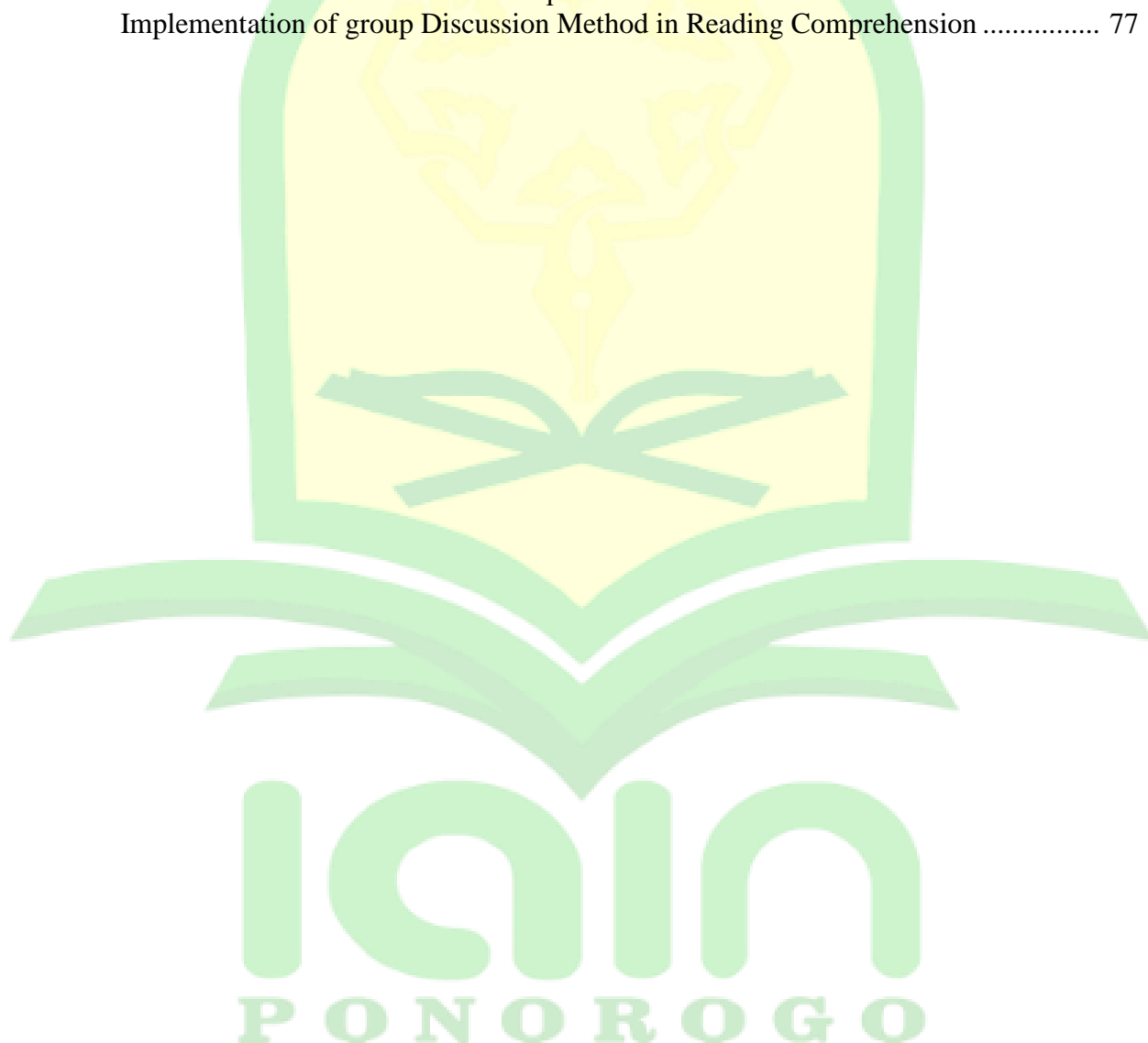
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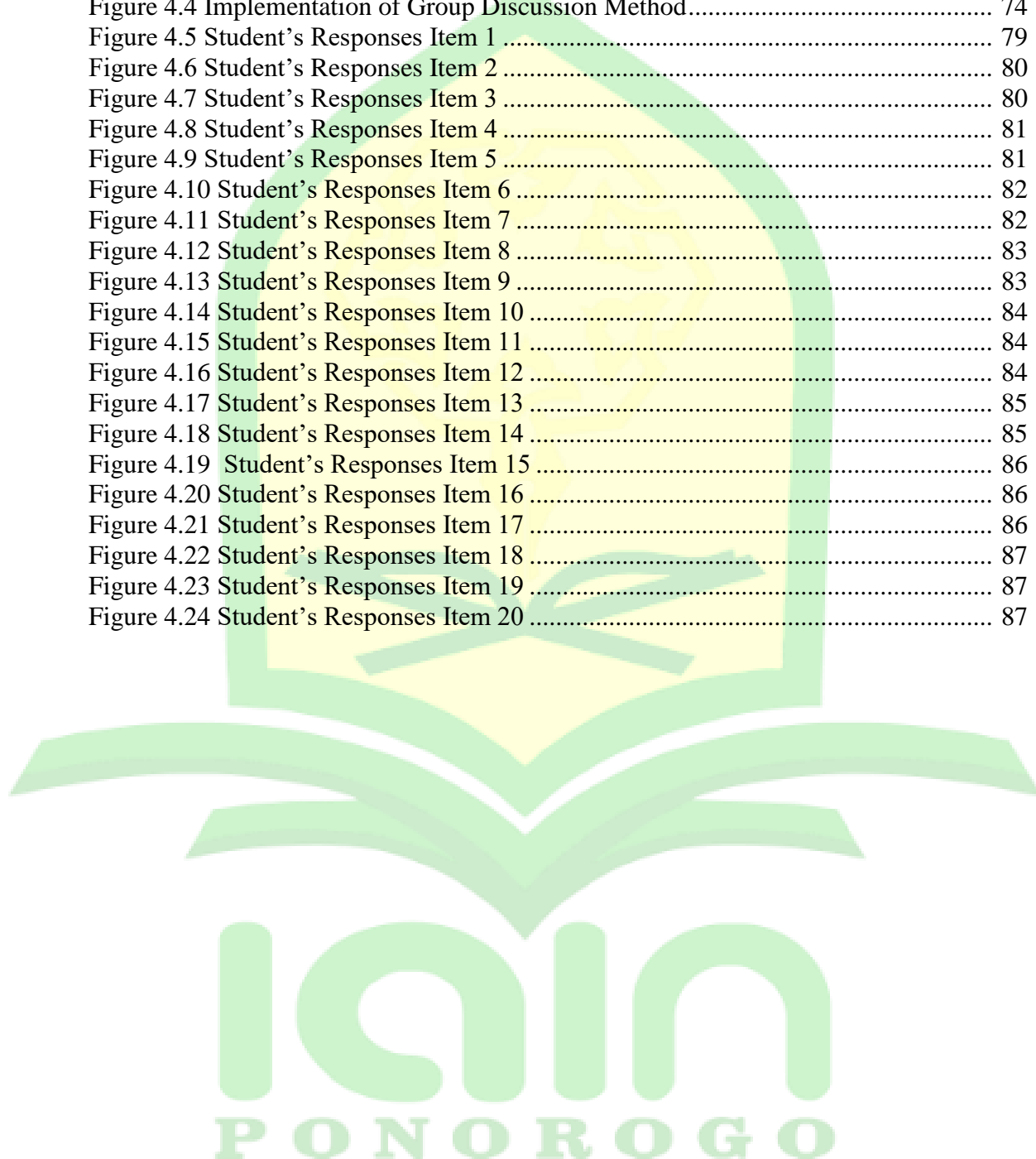
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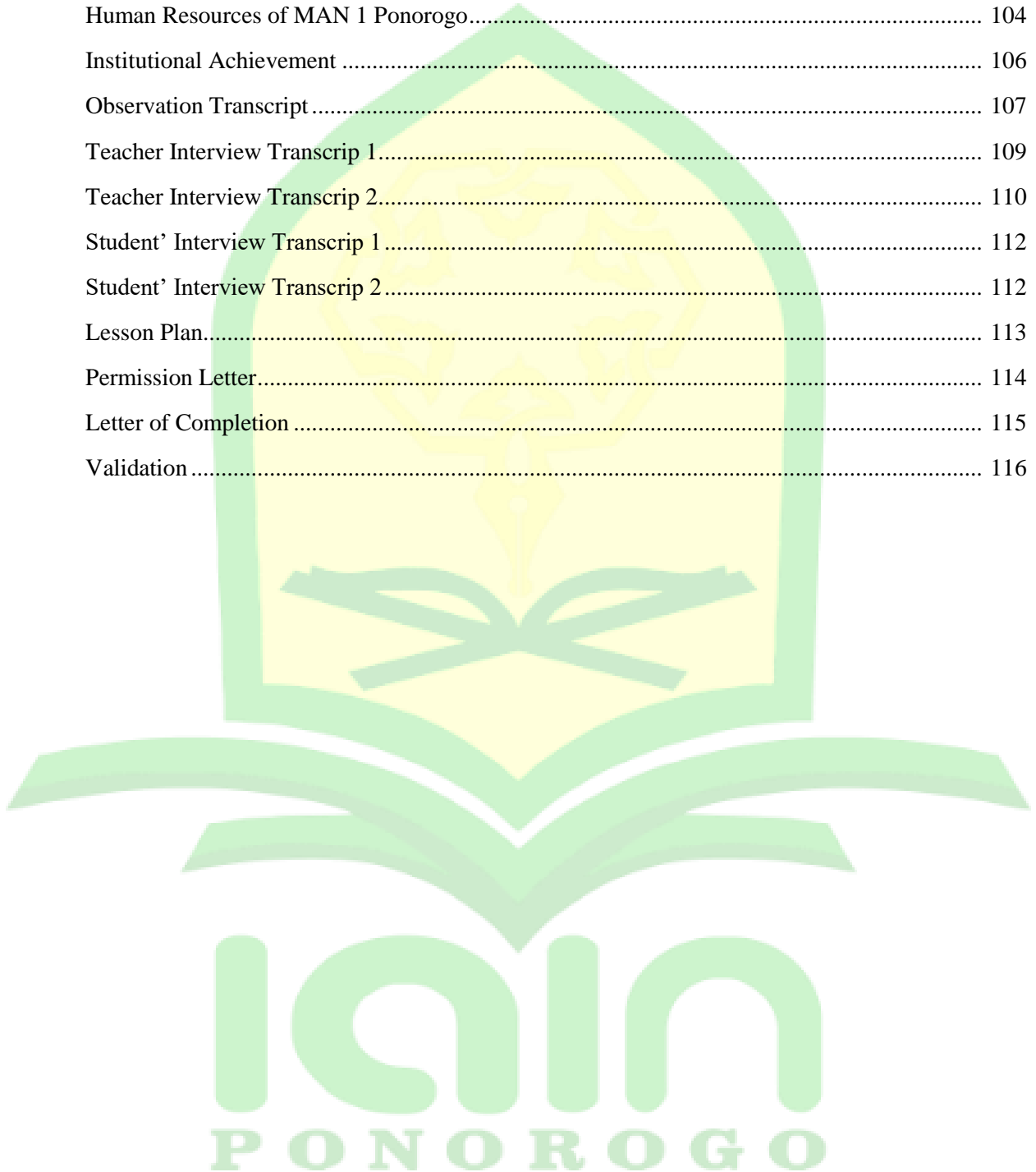
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CHAPTER I

INTRODUCTION

A. Background of the Study

English has been taught by teachers or instructors in non-English speaking countries. Non-English teachers in Asian countries are also encouraged to teach English. In Indonesia, the Minister of Education and Culture has officially launched an international program for public and private schools since 2008. This program requires all teachers of the "international grade group program" to teach English. However, some schools in major cities are already running the teaching-learning process in English. In addition, more and more higher education institutions are also encouraging their lecturers to teach in English. According to Leo, Teaching stands for: Treat, Encourage, Enable, Coordinate, Enhance, Instill, Maintain, and Guarantee. Students have their own attitudes, personalities, social status, and backgrounds, but they have the right to get the same treatment from teachers. Teacher's encouragement of students to learn is needed so that students are brave, confident and motivated to learn. The use of varied learning activities can encourage greater student interest and enthusiasm for learning.¹

There are four main skills in English learning that must be learned by students to be able to master English comprehensively. These skills include listening, speaking, reading, and writing skills. The four English skills are then divided into two, namely: productive skills, which cover speaking skills and writing skills; while receptive skills are reading and listening skills.

Among these skills, reading is a life- long skill that can be practiced not only at school but also in one's life.² Reading activities are essentially not just reciting written

¹ Sutanto Leo, *A Challenging Book to Practice Teaching in English* (Sleman: Penerbit andi, 2019).

² Nathan Armstrong, *Speed Reading The Comprehensive Guide To Speed Reading* (ENGLISH: Fithing Dreams Productions, 2015).

symbols, but more than that, the reader must understand the message or information contained in the text. Reading is a basic language ability in the life of every human being. Humans, in every aspect of their life, require reading activities to obtain various information needed as a means to get a better life. Moreover, for a student, reading skill becomes an important role to support his success in the academic field and in his daily life.³

Basically, individuals or students are active, creative and dynamic in dealing with their environment. Therefore, learning to read needs to be carried out with full activity and effectiveness. If students in the learning process are not active, the learning process will not develop the potential that exists in students but, it tends to turn off.⁴ However, in reality, reading comprehension skills in Indonesia are low, as teacher by the Program for International Student Assessment (PISA) survey in 2015 in the OECD report. The survey results show that Indonesia's reading literacy is significantly lower than the centerpoint of the OECD scale.⁵

In this problem, reading comprehension skills are needed. According to Heilman, reading comprehension is a process of making sense of written ideas through meaningful interpretation and interaction with language. Reading comprehension is best viewed as a multifaceted process influenced by multiple thinking skill and language. People should know that the main purpose of the reading process is to understand. Comprehension is the process of deriving meaning from related text. This includes not only knowledge of words (vocabulary), but also thoughts and discussions. In the process of learning reading comprehension, a learning method is needed that can help students to understand the material provided by the teacher.

³ Prasetya Andika Wijaya, *Strategi Know-Want to Know- Learned Dan Strategi Direct Reading Thinking Activity Dalam Pembelajaran Pendidikan Dasar*, 2021.

⁴ Damayati Mujiono, *Belajar Dan Pembelajaran* (Jakarta: Rineka Cipta, 2002).

⁵ Prasetya Andika Wijaya, *Strategi Know-Want To Know- Learned Dan Strategi Direct Reading Thinking Activity Dalam Pembelajaran Pendidikan Dasar*.

As an educator, teachers are expected to work professionally, teach systematically and based on methodical didactic principles that are efficient and effective, meaning that teachers can systematically engineer learning systems in organizing active learning activities.⁶ Along with the development of science and technology, it has now shown great progress, including in the use of learning methods.

In the world of education there are various kinds of teaching methods which are used in the delivery of materials. Learning methods in their use must be adapted to various things, such as the situation and conditions of ongoing teaching and learning activities, the facilities available, and must be adapted to the educational goals to be achieved.

Even easy learning materials are sometimes difficult to develop and difficult to be accepted by students. However, on the contrary, a difficult lesson will be easily accepted by students, because the delivery and methods used are easy to understand and interesting. The learning method is a method that is used to achieve the goals that have been set. In teaching and learning activities, the method is needed by the teacher so that its use varies according to what you want to achieve after teaching ends.⁷ The learning method is learning planning in class or tutorial learning, which is expected to be more effective in achieving learning objectives.⁸

One of the participatory learning methods that can be used is the Group Discussion method. According to Ernest W. Brewer, small-group discussion allows presenters to announce a topic or idea for group discussion among participants. A small-group discussion follows democratic guidelines and allows everyone to contribute many ideas for others to discuss and reflect upon. Discussion allows for an interchange of ideas

⁶ Damayati Mujiono, *Belajar Dan Pembelajaran*.

⁷ R. L.S. Farias, Rudnei O. Ramos, and L. A. da Silva, "Model Dan Metode Pembelajaran Di Sekolah, Computer Physics Communications," *UNISSULA Press*, 2007.

⁸ Mardiah Kalsum Nasution, "Penggunaan Metode Pembelajaran Dalam Peningkatan Hasil Belajar Siswa," *STUDIA DIDAKTIKA: Jurnal Ilmiah Bidang Pendidikan*, 2017.

within the context of a group under the direction of a presenter.⁹ According to Trianto, group discussion method is a learning process by conducting small group discussions that aim to make students have the skills to solve problems related to the subject matter and problems faced in everyday life. The group discussion method also means the vision process of two or more individuals who interact globally and face each other about a certain goal or target through exchanging information, defending opinions or solving problems.¹⁰ Therefore, the group discussion is a learning method that emphasizes student learning activeness through small group learning discussions. This method requires student activeness and, for researchers, this method is appropriate to apply because it is in accordance with the circumstances of students who have different abilities. Students who have different abilities will help each other in solving problems that occur in their groups.

Therefore, a teacher plays a very important role in the success of the teaching and learning process, so that the teacher can determine appropriate learning techniques and strategies. various ways so that students do not get bored during the learning process in the classroom, because teachers or schools will always be required to do so. This is also related to Madrasah Aliyah Negeri 1 Ponorogo, which is one of the educational institutions to meet the needs of the regional community of Ponorogo Regency in education. There are some things in the class that deserve attention which are already familiar, namely the curriculum. Curriculum is guidelines for education administration.

MAN 1 Ponorogo is the only skills-based madrasah Aliyah in the Ponorogo district area. MAN 1 Ponorogo has a cooperative relationship with renowned universities, one of which is the Surabaya Institute of Technology, which provides a D1 program for MAN 1 Ponorogo students. In the initial exploration, the researcher also observed that the teachers had interesting characteristics in teaching. Therefore, teacher consistency is

⁹ Ernest W. Brewer, *13 Proven Ways to Get Your Message Across* (Corwin, 1997).

¹⁰ Trianto, *Model – Model Pembelajaran Inovatif Berorientasi Konstruktivistik: Konsep Landasan Teoritis-Praktis Dan Implementasinya* (Jakarta: Prestasi Pustaka, 2011).

needed in applying interesting methods to foster a more positive atmosphere in the learning process.

There is previous research related to the group discussion method. Research was conducted by Meredith Damien Gall entitled “ The Discussion Method in Classroom Teaching “. The results of the study show that the group discussion method has great potential for classroom teaching and can increase student activeness in discussing a problem.

Based on the pre-observation at MAN 1 Ponorogo , the researcher found out that in the learning process of reading comprehension, the teacher used group discussion as a learning method, the students' involvement during the learning process was quite active. This can be observed during the discussion process.

Many students dare to ask questions and argue during the discussion process, but there are some students chatting by themselves outside the context of the material. When presenting the results of group discussions, students look more confident. One of the learning methods that can develop students' reading comprehension skills is through the Group Discussion method. The Group Discussion method relates between students and students or students and teachers in analyzing, solving problems, exploring or questioning certain topics or problems. Through the group discussion method in the classroom, students are able to cooperate and actively participate in discussing a theme. Students can express opinions and accept each other's opinions wisely. This observation is in line with the opinion of Ernest W. Brewer, who states that group discussion methods can advance personal achievement such as tolerant behavior, cooperation skills, wise thinking and patience. Each participant in the group discussion can actively participate during the discussion process.¹¹

Based on a previous research related to the group discussion method, which was conducted by Febrianty Nur Atala in 2022 entitled "Penerapan Metode Discussion Group (DG) –

¹¹ Ernest W. Brewer, *13 Proven Ways to Get Your Message Across*.

Group Project (GP) Untuk Menumbuhkan Keterampilan Kerjasama Siswa Kelas VII Pada Pembelajaran IPS Mts Bahrul Ulum Jatisari Tajinan". The results of the study show that the group discussion method can increase student cooperation, and stimulate student activeness and creativity in discussing a problem.

Based on the explanation above, the researcher is interested in carrying out the research entitled "The Implementation of Group Discussion Method to Teach Reading Comprehension at Man 1 Ponorogo"

B. Research Focus

In this study, researcher focused on Group Discussion as a method on teaching reading comprehension at MAN 1 Ponorogo. This study aims to answer research problems regarding the implementation of the Group Discussion method. This research was conducted using qualitative research methods to complement the analysis of the use of group discussion methods on teachers and students. The subjects of this study are English teachers and students of class XI Religion 2 MAN 1 Ponorogo for the 2022/2023 academic year.

C. Statement of the Problems

Based on the background of the research that has been submitted by the researcher, there will be a problem formulation as follows:

1. How does the teacher implement group discussion method to teach reading comprehension at MAN 1 Ponorogo?
2. What are the advantages and disadvantages that the students' get toward the implementation of group discussion method in reading comprehension at MAN 1 Ponorogo?
3. How are the teacher's perceptions toward the implementation of group discussion method in teaching reading comprehension at MAN 1 Ponorogo?

D. Objectives of the Study

The aim of this research is to answer the problems that have been described previously. The objectives of this research are:

1. To describe how the teacher implement group discussion method to teach reading comprehension at MAN 1 Ponorogo.
2. To identify the advantages and disadvantages that the students' get toward the implementation of group discussion method in reading comprehension at MAN 1 Ponorogo.
3. To identify teacher's perceptions toward the implementation of the group discussion method in teaching reading comprehension at MAN 1 Ponorogo.

E. Significances of the Study

The result of this research is expected to provide academic benefits, practitioner benefits, and theoretical benefits.

1. Academic benefits

Hopefully, the information that has been obtained from the final results of this research can be used as a media for the world of education about increasing basic education in Group Discussion learning method for students' reading comprehension.

2. Practitioner Benefits

- a) For teachers, it is hoped that this can be used as an alternative method for enhancing reading comprehension skills for students during the learning process so that they are active, responsible, and foster a sense of concern for students through learning materials.
- b) For schools, it is hoped that this will provide improvement in terms of applying the Group Discussion-based learning method to develop reading comprehension.

c) For students, it is necessary to be more active, responsible, achieve knowledge of materials by studying in groups and producing projects from the results of the learning process in class.

d) For researchers, the results of this study can provide useful experiences and learning as prospective English teachers.

3. Theoretical Benefits

Researcher has found results from the implementation of the group discussion method in reading comprehension learning, starting from the advantages and disadvantages of the group discussion method. Through the results of this study, it is expected to provide supporting information in the form of field data to be assembled later by the next researchers.

F. Organization of the Thesis

The systematic discussion is written to provide an understanding of what will be described in the research thesis and to understand the information conveyed. The following is a systematic arrangement:

CHAPTER I . INTRODUCTION

This chapter discusses background of the study, research focus, statements of the problems , objectives of the study, significance of the study, and organization of the thesis .

CHAPTER II . LITERATURE REVIEW

The theory written in this chapter must be in accordance with what is in question and the data obtained. This chapter consists of theoretical background, previous research findings, and a theoretical framework.

CHAPTER III . RESEARCH METHODS

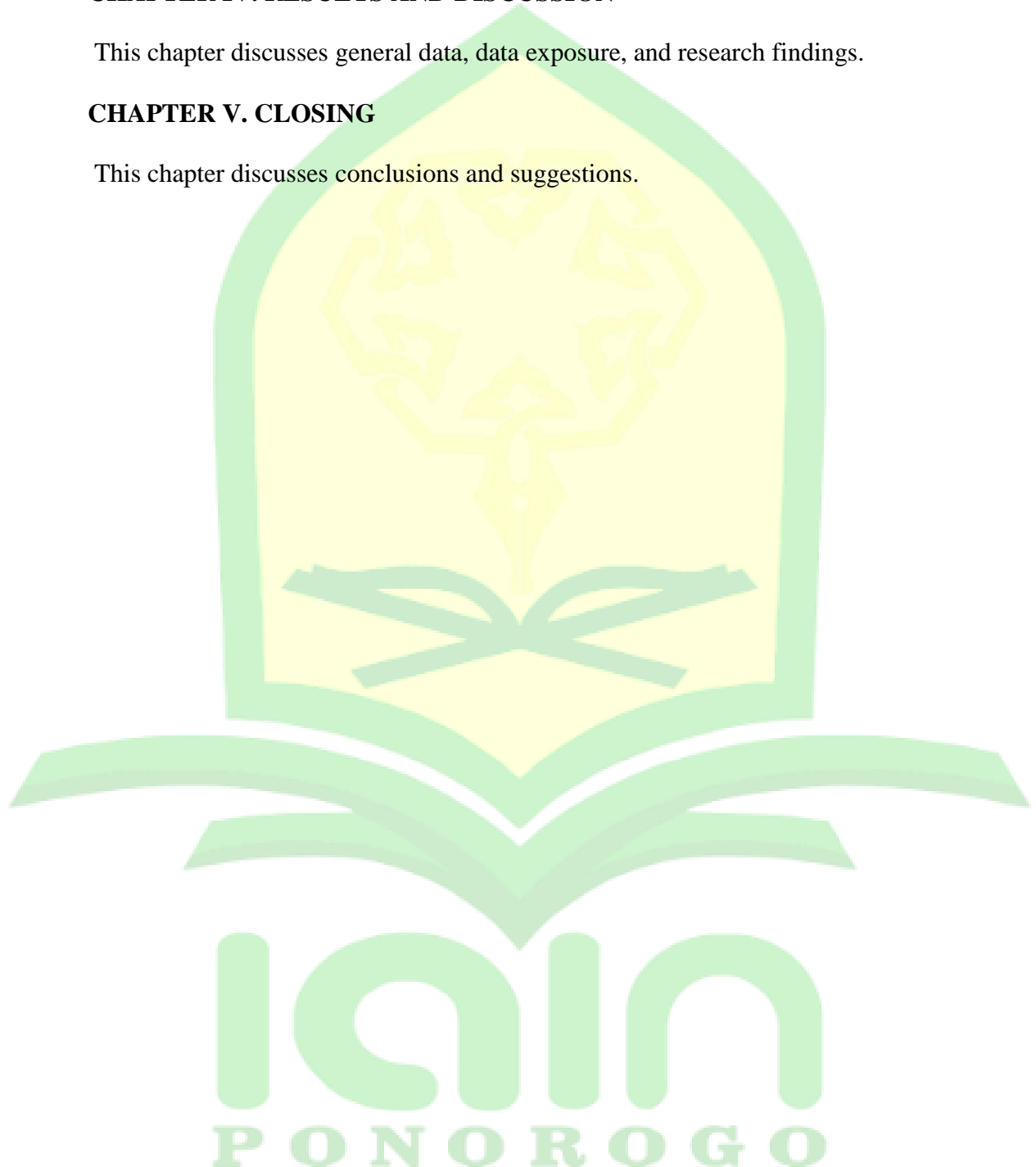
This chapter discusses research design, research design, data source, data collection instrument, data collection technique, data analysis technique, research validity, and research procedure.

CHAPTER IV. RESULTS AND DISCUSSION

This chapter discusses general data, data exposure, and research findings.

CHAPTER V. CLOSING

This chapter discusses conclusions and suggestions.



CHAPTER II

LITERATURE REVIEW

A. Theoretical Background

The theoretical background includes a discussion of the theory used as a basis for analyzing research problems. The theoretical perspective includes theoretical descriptions, relevant research, and frameworks. The position of the theoretical perspective in qualitative research serves as a guideline for analysis.

1. Reading

In this theory of reading the researcher discusses the theory of definition of reading, definition of reading comprehension, level of reading comprehension, and purpose of reading,

a. Definition of Reading

Reading is a visualization of a communication, where reading is found in a written language or symbol (text). Reading is a 2-way form of communication between the writer and the reader. Reading is a description and form of one's understanding. All of these responses are correct. sentences or words written in writing are meaningless if the reader does not know and understand, or simplify the mind through what the author says in a reading.¹²

Reading is a type of active process related to the ability of a writer to convey meaning using sentences or words and the ability of readers to interpret a meaning from the words that have been read. To read successfully. the reader must constantly connect what you already know about the existing information with the words the author has written.¹³

¹² Frank Smith, *Understanding Reading Sixth Edition* (New Jersey: Lawrence Associates, 2004).

¹³ Frank Smith.

The reading process begins with word decoding, that is, decoding the letters that make up individual words. But reading is more than just dealing with letters and sounds. The real meaning of a text lies in the relationship that words maintain between them. Good reading forces us to recognize these relationships and establish the meaning of the text. When you think about all that is going on simultaneously in the human mind while reading, the process not only defies easy explanation but also assumes almost magical qualities. The isolation of the steps gives the impression that the process is mechanical or can be reduced to a recipe. But there's nothing about reading.¹⁴

b. Definition of Reading Comprehension

Reading comprehension is a process of making sense of written ideas through meaningful interpretation and interaction with language, Heilman said. Reading comprehension is best viewed as a multifaceted process influenced by multiple thinking skills and language.¹⁵

Otto says that reading comprehension is a multiplication influenced by skills based on different utterances. When understanding a text, the reader must find the main ideas that will determine the quality of his reading comprehension.¹⁶

From the explanation above, the author can achieve that reading is not just a statement. Reading must consistently mean process. Many people can read One passage is perfect, but it failed to answer the question precisely contained in the pronounced word.

¹⁴ Frank Smith.

¹⁵ Klingner Jannete, *Collaborative Strategic Reading: Strategies for Improving Comprehension* (Sopris West, 1996).

¹⁶ Charlotte S. Huck and Barbara Z. Kiefer, *Children's Literature in The Elementary School* (New York: Megraw-Hill, 2004).

People should know that the main purpose of the reading process is to understand. Comprehension is the process of deriving meaning from related text. This includes not only knowledge of words (vocabulary), but also thoughts and discussions. Otto explains that when reading a text, the reader should find the main idea in order to understand the message.¹⁷ It means that when reading comprehension, the reader expects to understand the material completely. Readers should be able to clearly describe what they read when asked a few questions about the ideas they contain. If he/she can do this, he/she already understands the material.

c. Level of Reading Comprehension

Reading has its own level, namely the form of the level of understanding that is different for each person. Burn divides understanding into four levels, namely: literal understanding, interpretive understanding, critical understanding, and creative understanding.¹⁸

1) Literal Comprehension

Literal understanding is the understanding that is truly clear and clearest. At this level of understanding will involve surface meaning. At this level the teacher can ask students to find information and ideas that are explicitly stated in the text. Readers can usually decipher . paraphrasing, or summarizing the ideas expressed by the author.

2) Interpretive Comprehension

¹⁷ Naf'an Tarihoran and Miftahul Rachmat, *Reading Basic Reading Skill* (Serang: Loquen Press, 2012).

¹⁸ Jack C Richad and Theodore S. Rodgers, *Approach and Method in Language Teaching : A Description and Analysis* (New York: Cambridge University Press, 1986).

Interpretive reading involves reading between the lines or making inference. It is a process of deriving ideas that are implied rather than stated directly.

3) Critical Comprehension

Critical reading is a form of evaluating a material or reading, then being able to compare the ideas obtained in the material with known standards and draw the essence or conclusions about the exact accuracy and time.

4) Creative Comprehension

It is a text that relates or involves going beyond the limits of the material presented by the author. It requires very creative thinking as they read through the material.

d. Purpose of Reading

According to Grabe, when someone starts reading, we actually have to make a number of key decisions, and we usually make these decisions very quickly. In other settings, usually academic or professional, sometimes synthesizing information from multiple reading sources, from different parts of very long and complex texts, or from processed texts and accompanying diagrams or charts. Reading like that is different from reading seeking, skimming, or reading for general understanding.

1) Reading to Learn From Text

Reading for simple information is a basic or common reading ability, although some researchers view it as a relatively independent academic

process. It is often used in reading assignments which are perhaps best seen as a type of reading ability especially in schools.

Skimming (i.e. sampling the most important segments of a text for general understanding) is a common part of many reading assignments and a useful skill in its own right. This relates, in essence, to a combination of strategies of guessing where important notices might be in a piece of material, and then using the creativity of basic reading comprehension skills on those segments of text until a general idea or notion is created.

2) Reading to Integrate Information, Writers, and Critique Text

Reading to integrate information requires extra attention to the relative importance of complete and complementary information, mutually supporting one another and the possibility of restructuring the rhetorical framework to bridge information from various reliable sources. This skill definitely requires critical evaluation of the information read so that the reader can conclude what information will be integrated and how it will be for the intended purpose of the reader.

3) Reading for General Comprehension

General reading comprehension measures have been shelved for last in this study for two main reasons. First, it is the most basic goal of reading activities, underlies and supports most of the other reading goals. Second, reading comprehension in outline is actually deeper than assumed in outline

- a. Reading for general understanding, when performed by creative fluent readers requires highly automated and rapid word processing, good informed interpretation of the general meaning of main ideas, and efficient coordination of many processes within very limited time constraints.

2. Learning Method

In this theory of learning method the researcher discusses the theory of definition of learning method, and various kinds of learning methods

a. Definition of Learning Method

The method is a way used to implement plans that have been prepared for real activities so that the goals that have been prepared are achieved optimally. The method is used to realize the strategy that has been set. Therefore, the method has a very important role in learning. The successful implementation of learning strategies is highly dependent on how the teacher uses learning methods, because a learning strategy can only be implemented through the use of learning methods. According to researchers, the method is a method that is used regularly to convey material in a process so that it can be achieved well with the goals that have been set.¹⁹ The learning method is a method used to implement plans that have been prepared in the form of real and practical activities in order to achieve learning objectives.²⁰ The learning method is a method used by the teacher, which, in carrying out its function, is a tool to achieve learning objectives. The learning method is more procedural in nature, which includes certain stages. In the selection of methods by each teacher there are also the same, but the techniques. For using these methods.²¹ Learning methods are also defined as an activity chosen by the lecturer/teacher, in the learning process, which can provide convenience, or facilities for students to achieve certain instructional goals. From the above understanding, it can be concluded that the learning method is a method or process in which a teacher conveys subject matter to achieve a predetermined goal.

¹⁹ Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan* (Jakarta Kencana, 2014).

²⁰ Tampubolon Sahur, *Penelitian Tindakan Kelas Sebagai Pengembangan Profesi Pendidik Dan Keilmuan*. Jakarta: Erlangga (Jakarta: Erlangga, 2014).

²¹ Aqib, Zainal, *Model-Model, Media, Dan Strategi Pembelajaran Kontekstual (Inovatif)* (Bandung: Yrama Widya, 2013).

b. Various Kinds of Learning Method

Learning methods are many and varied. Each method has advantages and disadvantages compared to other methods. In learning, educators often use a variety of methods. The method used stands alone, depending on considerations based on the relevant learning situation.

According to Pangewa, of the many teaching methods, their use can be categorized into three approaches, namely:

- 1) The group/classical approach is generally intended to guide groups or classical in learning.
- 2) The play approach shows students learning by living, acting out certain feelings in a controlled state through exercises or games.
- 3) An individual approach, allows each student to learn well with the talents, desires, and abilities of each individual .²²

In an effort to apply a relevant method, there are several considerations in selecting a method to be used. According to Pangewa, the following must be considered:

- 1) Purpose of various types and their functions.
- 2) Subjects of students at various levels of maturity / level.
- 3) Situations in various circumstances / conditions.
- 4) Facilities of various quality and quantity.
- 5) Personal teachers/prospective teachers and different professional abilities.

According to Sanjaya, there are several methods for learning, namely "the lecture method, the demonstration method, the discussion method, and the simulation method". Meanwhile, according to Nurhayati, there are several methods of

²² Pangewa Maharuddin, *Perencanaan Pembelajaran* (Makassar: UNM, 2010).

learning, namely "the lecture method, the discussion method, the question and answer method, the demonstration method, the cooperative method, the experimental method, the tour method and the project method". To be more clearly, describe the learning method as follows,:²³

a. Lecture Method

The lecture method is a teaching method of conveying information and knowledge orally to a number of students who generally follow passively. According to Nurhayati, the advantages and disadvantages of using the lecture method are as follows :²⁴

The advantages of the lecture method are as follows:

- 1) Inexpensive, the lecture method can overcome the scarcity of books or good reading sources for the needs of students' purchasing power range. Also, the utilization of time can be used efficiently.
- 2) Learners are easy to supervise.
- 3) Easy to improve with the situation and conditions. The use of the lecture method is easy to improve with limited time, equipment, and availability of study materials.

The weaknesses of the lecture method are as follows:

- 1) Causing boredom for students
- 2) Tends to occur in one direction
- 3) Students are less creative and critical

²³ Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*.

²⁴ Nurhayati, *Strategi Belajar Mengajar* (Makassar: UNM, 2011).

- 4) Some students are disadvantaged, in this case, students who are less skilled at listening and taking notes.

b. Discussion Method

The discussion method is a teaching method that is closely related to solving problems. This method is basically exchanging information, opinions, and elements of experience on a regular basis with intent to gain a clearer and more thorough understanding of the issues or topics being discussed. According to Nurhayati, the advantages and disadvantages of the discussion method include 16:

The advantages of using the discussion method are:

- 1) Improving student learning outcomes.
- 2) Improving critical thinking skills, being democratic, learning motivation and speaking skills.
- 3) Provide opportunities for students to develop ideas.

The weaknesses of the discussion method include:

- 1) Often some students are more active
- 2) Lack of efficiency in the use of time
- 3) Often the final decision is not implemented responsibly.

c. Question and Answer Method

The question and answer method is often used in the learning process at school to find out or check student understanding in the learning process in class and stimulate students to think critically and get feedback.

The application of the question and answer method, both teachers and students are equally active. However, the activeness of students needs to be considered properly by the teacher. Therefore, the teacher must have high enthusiasm and adequate mastery of the material so that the classroom

atmosphere becomes more conducive. The skill of asking questions that are suitable for a particular situation needs to be accompanied by adequate preparation, so that the application of this method in learning does not show trial and error.

d. Demonstration Method

The demonstration method is a way of learning by demonstrating, practicing or showing students a process, situation or object that is being studied. According to Nurhayati, the advantages and disadvantages of the demonstration method are as follows :²⁵

The advantages of the demonstration method include:

- 1) Gain additional experience or practice in develop skills.
- 2) Helping students understand more clearly the course of a learning process in an attentive and interesting way.
- 3) Students take an active part in the learning process.
- 4) Reducing errors that might occur when compared to learning something only from books.

The disadvantages of the demonstration method include:

- 1) Student participation is limited.
- 2) Students are less familiar with what is being demonstrated.
- 3) Demonstrations that are presented smoothly often cause students to be too sure of the truth, so that they cannot be refuted.

e. Cooperative Learning Methods

In this cooperative learning method, students work together in small groups to help each other in learning. To train the skills, students have to help work together well in study groups.

²⁵ Nurhayati.

f. Experimental Method

This experimental method is to try to do something and observe the process and results of the experiment. According to Nurhayati, the advantages and disadvantages of using the experimental method are as follows:²⁶

The advantages of the experimental method are:

- 1) Students are actively involved in collecting facts, information or data needed through the experiments they are doing.
- 2) Students have the opportunity to test the theory empirically.
- 3) Students have the opportunity to carry out scientific method procedures in order to test the truth of hypotheses.
- 4) Enrich experience and improve skills.
- 5) Develop an attitude of scientific thinking.

The weaknesses of the experimental method are as follows:

- 1) It takes a long time.
- 2) Failure or error in the experiment.
- 3) Requires relatively large amounts of equipment and experimental materials.

g. The Widyawisata Method

The widyawisata method is a learning method that is carried out by inviting students to study outside the classroom to be able to gain various experiences so that they can increase their knowledge and skills, as well as strengthen their understanding of attitudes and values.

h. The Project Method

²⁶ Nurhayati.

The project method can be applied in a way that students are asked to connect where as much knowledge as possible. The advantages of using the project method include:

- 1) Stimulate students' interest in natural sciences.
- 2) Fulfill the curiosity of students.
- 3) Train students to solve a problem.
- 4) Train students to examine and view a subject in a broader context

i. Simulation Method

In this method, students become more active in learning behavior or implementing some of the skills or knowledge they have previously acquired. However, in this method, the course of the game is regulated by the teacher as a facilitator.

3. Group Discussion

In this theory of group discussion the researcher discusses the theory of definition of group discussion method, basis of group discussion method, variations of group discussion method, group discussion method steps, Purpose of group discussion method, and elements of group discussion method.

a. Definition of Group Discussion Method

The etymological definition of method comes from the Greek, namely Methodos. This definition takes place from two syllables, namely Metha, which means through or beyond, and Hodos, which means way or technique. A method can be said to be one of the ways that exceeds in order to reach the goal. According to Ernest W. Brewer, Small-group discussion allows presenters to announce a topic or idea for group discussion among participants. A small-group discussion follows democratic guidelines and allows everyone

to contribute many ideas for others to discuss and reflect upon. Discussion allows for an interchange of ideas within the context of a group under the direction of a presenter.²⁷ According to M. Sobri Sutikno, "learning methods are ways of presenting subjects that are carried out by educators in order to help the learning process of students in an effort to achieve goals. The goal to be achieved in the learning process is the level of success of the learning."²⁸ Meanwhile, according to Nana Sudjana, the learning method is a method used by the teacher when carry out interaction with students during teaching. The position of the method makes a very important contribution to each learning process. Methods cannot be separated into any learning. This method is very helpful for all learning held.²⁹ Discussion Group is a group discussion. According to Hasibun and Moedjiono, it is a way of teaching in which the teacher divides opportunities for students (groups of students) to carry out scientific debate to combine an opinion, make a conclusion, or sort out various alternative solutions to a problem.³⁰ From some of the definitions above, it can be concluded that the discussion method is one way of presenting learning materials by having conversations between teachers and students and students and students. Therefore, the discussion method also increases the ambition of students to think or express their own ideas through many insights that can find answers. So, the discussion method is a way that can used when learning techniques, including learning English.

Group discussion method is a learning process by conducting small group discussions that aim to make students have the skills to solve problems

²⁷ Ernest W. Brewer, *13 Proven Ways to Get Your Message Across*.

²⁸ Ika Yuwanita, Happy Indira Dewi, dan Dirgantara Wicaksono, 'P, "Pengaruh Metode Pembelajaran Dan Gaya Belajar Terhadap Hasil Belajar Ipa," *Jurnal Instruksional*, No. 2, 2020.

²⁹ Ika Yuwanita, Happy Indira Dewi, dan Dirgantara Wicaksono, 'P.

³⁰ Minarni, "Penerapan Metode Diskusi Dapat Meningkatkan Hasil Belajar Siswa Pada Kelas IV SDN 1 Tonggolobibi Mata Pelajaran IPS," *Jurnal Kreatif Tadulako Online*, No. 1, 2017.

related to the subject matter and problems faced in everyday life. The group discussion method also means the vision process of two or more individuals who interact globally and face each other about a certain goal or target through exchanging information, defending opinions or solving problems.³¹ So, the group discussion method is a learning model that emphasizes student learning activeness through small group learning discussions.

According to Sagala, there are several benefits of group discussion method, namely as follows following:

- 1) Students have the opportunity to think
- 2) Students receive training to present arguments, behavior as well free inspiration.
- 3) Students learn to behave openly towards their friends.
- 4) Discussions can increase democratic attitudes, as well as more respect other people's arguments.
- 5) There is discussion, learning becomes significant as needed society.³²

According to Ernest W. Brewer, there are several benefits of group discussion method, namely as follows following:

- a) All participants in the group can participate.
- b) It is a good way to get participants interested in a topic.
- c) Participants may more easily understand another participant's explanation than a presenter's explanation.
- d) The presenter can identify participants who need assistance.
- e) The presenter can identify individual opinions about the topic.

³¹ Trianto, *Model – Model Pembelajaran Inovatif Berorientasi Konstruktivistik: Konsep Landasan Teoritis-Praktis Dan Implementasinya*.

³² Andrew Jeklin, "Penerapan Metode Diskusi Untuk Meningkatkan Hasil Belajar Siswa," *Jurnal Pendidikan Guru Sekolah Dasar*, No. 2, July 2017.

- f) It helps the participant see relationships among ideas or concepts related to the topic.

Disadvantages of Small-Group Discussion, namely as follows following:

- 1) It is not a method that transmits information or facts.
- 2) It involves more talk and less action.
- 3) The discussion must be carefully planned, not impulsive, to be effective.

Each definite method in the teaching process has advantages and disadvantages, including the group discussion method. According to Arief.A, there are several advantages of the discussion method. The advantages are as follows:

- 1) The class atmosphere is quite interesting, because students focus their concerns or thoughts on the issues being debated in order to achieve results from the discussion.
- 2) Can advance personal achievements, such as tolerant behavior, cooperation skills, wise thinking, patience and so on.
- 3) The final conclusion of the discussion results can be understood by students because they take a way of thinking before arriving at a final stage.
- 4) Students are trained to comply with appropriate rules and regulations in deliberation and help each other to make a better decision.
- 5) Sometimes it is involved in individual thoughts that are sometimes wrong. However, with the discussion method, one can review other people's reasons or thoughts.

According to Bahra and Zain, the advantages of the discussion method are as follows:³³

- 1) Triggering the creativity of students to build ideas in an analysis problem.
- 2) Cultivate the behavior of respecting the arguments of others.
- 3) Increase knowledge.
- 4) Develop to become so accustomed to deliberation in order to agree on solving a problem.

According to Suryosubroto, the discussion method also has some weaknesses, as follows:³⁴

- 1) It cannot be ascertained beforehand about how the end result will be because it is related to student leadership and the involvement of its members.
- 2) Prioritizing certain skills that have not been learned before.
- 3) The discussion process can be understood by some of the dominant students.
- 4) Not much can be the subject of discussion, but only things that are problematic in nature can be discussed.
- 5) Thorough discussion takes a lot of time. Students are not allowed to feel pressed for time. The existence of a time limit resulted in shallow thinking during discussions, so that the results were useless.
- 6) When the discussion atmosphere is fun and students start to dare to express their opinions, it is generally difficult to limit the subject matter.

³³ Dayang Yuliana; M. Yusuf Ibrahim; dan Gusti Budjang Suhandi, "Efektivitas Penggunaan Metode Diskusi Pada Mata Pelajaran Sosiologi Di SMA Negeri 2 Sungai Ambawang," *Jurnal Pendidikan Dan Pembelajaran*, 2018.

³⁴ M. Pd. Drs. Sri Harmianto Prof, Dr. H. Tukiran TaniRedja Efi Miftah Faridli, *Model-Model Pembelajaran Inovati* (Bandung: Alfabeta, 2011).

- 7) Sometimes it happens that in discussions, students do not express their ideas.
- 8) The number of students in a class that is large enough will adjust the opportunities for each student to express their opinion.

Meanwhile, according to Djamarah, there are four disadvantages to the discussion method, as follows:³⁵

- 1) Cannot be used in large groups.
- 2) Discussion participants obtain unlimited information.
- 3) Can be judged by some people who like to talk.
- 4) Generally, people agree to a more formal approach.

b. Basis of Group Discussion Method

All activities must have a purpose and basis for doing so. Likewise, in the implementation of group discussion method also has a pedagogical basis and a psychological basis. The group discussion method has a group approach. Learning aims to gain knowledge, attitudes, and skills to achieve these goals requires a method or way. In the teaching and learning process, the group learning method is one of the methods that uses a group approach. A group discussion approach is used to foster and develop students' social attitudes. According to Bimo Walgito, the basis of group learning can be classified into two categories namely:

1) Juridical Basis

The juridical basis as a basis related to education and learning issues. This is reflected in Law No. 20 of 2003 concerning the national education system. Article 1 reads that the type of education is a group

³⁵ Mawardi Ahmad dan Syahraini Tambak, "Penerapan Metode Diskusi Dalam Meningkatkan Hasil Belajar Murid Pada Pelajaran Fiqh' Al-Hikmah," *Jurnal Agama Dan Ilmu Pengetahuan*, No. 15 April, April 15, 2018.

based on the specificity of the educational objectives of a goal. Law of the Republic of Indonesia No. 20 of 2003 concerning the national education system, article 3, which reads "National education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the nation". The nation aims to develop the potential of students to become human beings who are faithful and devoted to God Almighty, have a noble character, and are Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens".³⁶

Likewise, contained in Government Regulation No. 19 of 2005 concerning national education standards, Chapter IV, article 19 reads "the learning process in educational units is organized in an interactive, inspiring, fun, challenging, motivating students to participate actively, and providing sufficient space for initiative, creativity and independence in accordance with the talents, interests, and physical and psychological development of students."³⁷

2) **Psychological Basis**

The psychological basis will be seen in humans and reflected in everyday life. These activities can be classified into three main groups. In essence, namely:

- a) Activities that are individual
- b) Activities that are social
- c) Activities of a divine nature³⁸

³⁶ "Undang-Undang SISDIKNAS (Sistem Pendidikan Nasional) 2003 (UU RI No. 20 TH. 2003)" (Sinar Grafika, 2003).

³⁷ "PP. No 19 2005 Tentang Standar Nasional Pendidikan" (Departemen agama RI, 2006).

³⁸ Bimo Walgito, *Bimbingan Dan Penyuluhan Di Sekolah* (Jakarta: Andhi Offset, 2007).

c. Variations of Group Discussion Method

Group discussion method has several variants, including:³⁹

1) Cooperative Learning Groups

In cooperative learning, a small group of participants works together to achieve a common goal. Cooperative learning operates on the premise that participants achieve more when they work together. The goals of cooperative learning are positive interdependence, face-to-face interaction among participants, individual accountability within the group, and interpersonal and small-group skills. This teaching method fosters cognitive development in the areas of retention and achievement and affective development through socialization and self-esteem.

2) Problem-Solving Groups

These groups exist in order to cooperate, discover, inquire, and think critically. For example, several participants might work together to solve mathematical problems through exploration. The purpose of the problem-solving groups is to approach real-life problems with an appropriate strategy. The participants find many approaches to the problem and test them for the best possible solution.

3) Group Investigation

The presenter breaks participants up into small groups based on particular interests. Each group has a certain category, and they gather information and analyze it for meaning. The participants then prepare and deliver a presentation to the class about what they discovered. The process teaches participants to work together, listen to one another, and

³⁹ Ernest W. Brewer, *13 Proven Ways to Get Your Message Across*.

support each others' work and opinions. This is a group-skill-building teaching method that strengthens peer interaction.

d. Group Discussion Method Steps

Learning with group discussion methods creates ways to support students when solving a problem by carrying out relationships between two or more people to discuss, increase deliberations, and draw conclusions. The discussion group method can assist the teacher in advancing the creativity of students with group discussion activities, which where, during the discussion, students can consult each other through their groups and are able to think broadly enough about overcoming a problem.⁴⁰

Discussion method steps based on Hasibuan and Moedjiono, namely as follows:

- 1) The teacher presents the problem to be discussed and provides input as necessary regarding the procedure for solving it.
- 2) Students form discussion group members guided by the teacher, determine the discussion chairperson, manage the seating section, room, media, and so on. Standards that must be owned by students as leaders discussion that is deeper into the problem to be discussed, charismatic and trusted by friends, wise to speak, able to be brave, and fair. Meanwhile, the task of the chairman of the discussion is to control and mediate during the discussion, regulate the course of the conversation, and conclude various assumptions.
- 3) Students discuss with their group members, while the teacher rotates, starting from one group followed by another group, so that each

⁴⁰ Marhamah, "Flipchart Sebagai Alternatif Media Untuk Meningkatkan Prestasi Belajar Matematika," *Jurnal Dosen Universitas PGRI Palembang*, 2016.

member actively participates in the discussion and walks smoothly orderly.

- 4) Each group must report the results of the discussion.
- 5) Students write the results of the discussion and combine the discussion results starting from each group.

Discussion method steps based on Ernest W. Brewer, namely as follows:⁴¹

1) Preparation for discussion planning:

- a) The purpose of the discussion must be clear, so that the direction of the discussion is guaranteed.
- b) Participants in the discussion must meet certain requirements, and the number is adjusted to the nature of the discussion itself.
- c) Determination and formulation of the problem to be discussed must be clear.
- d) The time and place of the discussion must be appropriate, so that it will not drag on.

2) Implementation of the discussion

- a) Creating a group structure (leader, secretary, members).
- b) Divide the tasks in the discussion.
- c) Stimulating all participants to participate.
- d) Recording important ideas/suggestions.
- e) Respecting every opinion put forward by the participants.
- f) Creating a pleasant situation.

3) Follow-up discussion

- a) Draw up a conclusion/ report on the discussion.

⁴¹ Ernest W. Brewer, *13 Proven Ways to Get Your Message Across*.

- b) Read back the results to make the necessary corrections
- c) Make an assessment of the implementation of the discussion for consideration and improvement in future discussions. discussions that will come⁴²

e. Purpose and Benefits of Group Discussion Method

Purpose is something that is expected to be achieved after an effort or activity is completed. The purpose of education is not an object that is formed fixed and static, but is a whole that is formed fixed and static, but is a whole of a person's personality with regard to all aspects of life.⁴³

The purpose of applying the small group discussion model is to increase the ability of students to take responsibility for what they learn in a fun and non-threatening way. Students in addition to individuals also have a social aspect that needs to be They can work together, work together and help each other. Humans are created as individual beings as well as social beings. Judging from the social aspect, humans or students are expected to be able to cooperate with friends and teachers. The purpose of this group discussion method is for students to have the skills to solve problems related to the subject matter and problems faced in everyday life.

In accordance with the purpose of group discussion, which is to create an atmosphere that develops students' initiative and responsibility for learning, the teacher's attitude should be:

- 1) Listening to students' opinions.
- 2) Getting students used to listening when the teacher or other students speak.

⁴² Sabri Ahmad, *Strategi Belajar Mengajar Dan Micro Teaching* (Ciputat: PT. Ciputat Press, 2005).

⁴³ Darajat Zakiyah, *Ilmu Pendidikan Islam* (Bumi Aksara, 2001).

- 3) Respecting different opinions.
- 4) Tolerate mistakes and encourage improvement.
- 5) Fostering learners' self-confidence.
- 6) Giving feedback on students work.
- 7) Not helping students too quickly
- 8) Prefers to praise or appreciate.
- 9) Not laughing at students' opinions or work, even if it is of poor quality.
- 10) Encouraging students not to be afraid of being wrong and to take risks.⁴⁴

In learning that uses the group discussion method, the position and role of the teacher must place themselves as:

- 1) The leader of the learning process, which means planning, organizing, implementing and controlling student learning activities.
- 2) Learning facilitator means providing facilities for students to carry out their learning activities. For example, providing learning resources and tools, providing sufficient learning time, providing assistance, showing ways out of problem solving, mediating debates and so on.
- 3) Learning moderator means that as a regulator of student learning flow, the teacher accommodates the problems raised by students and returns the problem to others, to be answered and solved. The answer is returned to the questioner or to the class to be judged right or wrong.
- 4) Motivator of learning as a driving force so that students want to carry out learning activities.

⁴⁴ Sukardi Ujang, *Belajar Aktif Dan Terpadu* (Surabaya: Duta Graha Pustaka, 2005).

- 5) Evaluator means that as an objective and comprehensive evaluator, the teacher is obliged to monitor, supervise, the student learning process and the learning outcomes achieved by students.⁴⁵

f. Elements of Group Discussion Method

According to Anita Lie, group discussion method as other group-based learning has elements that are interrelated, including:

1) Positive Interdependence

This positive dependence does not mean that students depend entirely on other students. If students rely on others without themselves giving or being a place of dependence for others, it cannot be called positive dependence. Johnson at the University of Minnesota, Shlomo Sharan at Tel Aviv University, and Robert E. Slavin at John Hopkins, have been researchers and practitioners who developed Cooperative Learning as one of the learning models that can improve student achievement while at the same time improving student performance.

It must create an atmosphere that encourages students to feel that they need each other. This feeling of mutual need is called positive interdependence. This interdependence can be achieved through dependence on goals, tasks, learning materials or resources, roles and rewards.

2) Individual Accountability

The group discussion method requires individual accountability that measures the mastery of learning materials for each group member, and feedback on members' learning achievements so that they know which colleagues need help. In contrast to traditional

⁴⁵ Sudjana Nana, *CBSA Dalam Proses Belajar Mengajar* (Bandung: Sinar Baru Algesindo, 2005).

groups, individual accountability is often ignored, so that tasks are often done by some members. In the cooperative learning method of group discussion, students must be responsible for the tasks that each member carries out.

3) Face to Face Interaction

Cooperative interaction requires all members of the study group to be able to see each other face to face so that they can dialogue not only with the teacher but also together with friends. Such interaction allows children to become learning resources for each other. This is necessary because students often find it easier to learn from each other than from the teacher.

4) Social Skills

This element requires students to be equipped with a variety of social skills, namely leadership, decision-making, trust-building, communication and management skills, decisions, building trust, communication skills and conflict management skills. Other social skills such as tolerance, politeness to friends, criticizing ideas, daring to defend logical thoughts, not dominating others, independence, and various other traits that are useful in establishing interpersonal relationships are not only assumed but deliberately taught.

5) Group Processing

This process occurs when each group member evaluates the extent to which they are interacting effectively to achieve a common goal. The group

needs to discuss cooperative and uncooperative member behaviors and make decisions about which behaviors to change or maintain.⁴⁶

4. Perception

a. Definition of Perceptions

Perspective according to the Big Indonesian Dictionary (KBBI) is a direct response (acceptance) of something or the process of someone knowing several things through their five senses. Perspective according to Bimo Walito is a process preceded by a sensing process, which is a process of receiving a stimulus by an individual through sensory organs.¹⁰ Perspective is organizing, interpreting the stimulus that is sensed so that it is something meaningful, and is an integrated response within the individual. Therefore in sensing people will associate with the stimulus, whereas in perspective people will associate with objects. With individual perspective, people will be aware of the circumstances around them and also their own situation⁴⁷ Abdurrahman Saleh also added that perception is a process that combines and organizes our sensory data (sensing) to be developed in such a way that we can be aware of our surroundings. including self awareness.

b. Types of Perception

According to Bimo Walgito, there are several types of perspective, namely: perspective through the sense of hearing, perspective through the sense of smell, perspective through the sense of taste and perspective through the sense of skin or touch. Meanwhile, according to Irwanto as quoted by Bimo Walgito in his book entitled "Pengantar Psikologi", there are two types of perception. that is:

⁴⁶ Lie Anita, *Cooperative Learning; Mempraktekkan Cooperative Learning Di RuangRuang Kelas* (Jakarta: Gramedia, 2005).

⁴⁷ Walgito Bimo

1) Positive perception,

namely perception that describes all knowledge and responses that are in line with the object of perception which is continued with efforts to utilize it.

2) Negative perspective,

namely the perspective that describes all knowledge and responses that are not in harmony with the object of perception. This will be continued with certainty to accept or reject and oppose all attempts at the perceived object.

Based on this description, it can be concluded that perspective comes from the five senses, if the perspective is aligned with knowledge then it is said to be a positive perspective, but if the perspective object is not aligned with knowledge then it will be a negative perspective.

B. Previous Research Findings

This section contains research for existing studies that are relevant to the focus of the research and aims to convince the reader that the research theme raised contains elements of novelty. The following are some previous studies that are relevant to this research. The first is the research conducted by Febrianty Nur Atala in 2022 entitled "Penerapan Metode Discussion Group (DG) – Group Project (GP) Untuk Menumbuhkan Keterampilan Kerjasama Siswa Kelas VII Pada Pembelajaran IPS (Studi Kasus Di Mts Bahrul Ulum Jatisari Tajinan)". The results of this study indicate that the method can stimulate students to be more creative, especially in providing ideas, so that they can broaden students' thinking, and develop student activity, creativity, and experience, so students can work on group assignments to the maximum and be more focused on

completing them. Meanwhile, the obstacles lie in inadequate school facilities and infrastructure .

The second previous study was research conducted by Wira Hayu Wulan Sya'ban and Reflinda In 2020 entitled " Guided Reading Approach to Reach Students' Reading Comprehension: A Descriptive Qualitative Research ".The design of the research was descriptive qualitative research. This research was aimed to find and look on how Guided Reading Approach can reach students' reading comprehension.

The researcher found that some steps of guided reading approach contributed much to reach students' reading comprehension even though the other steps contain weakness. However, those other steps played as a bridge to continue to the next step in guided reading approach to reach the indicator of reading comprehension. The steps contributed much to reach students' reading comprehension were; picture walk, predicting, discussing vocabulary, discussion text features, activating background knowledge, monitoring, asking questions and listening to the students' read, feedback, strategies, assessment and discussion.

The third previous study was research conducted by Agus Rahmad in 2018 with the title "Small Group Discussion Strategy Towards Students' Reading Comprehension of SMA Negeri 11 Bulukumba". The purpose of this study was to determine the effectiveness of the Small Group Discussion Strategy in improving students' reading comprehension skills in Class XI Students of SMA Negeri 11 Bulukumba. This study used a quasi-experimental design. Based on the research findings and discussion, the researcher drew the conclusion that the use of Small Group Discussion Strategies in Improving Reading Comprehension of Class XI Students of SMA Negeri 11 Bulukumba is effective.

The fourth previous study was research conducted by Gendis Nadira Dwiningtiyas, Dedi Sofyan, and Hilda Puspita in 2020 entitled "Teachers' Strategies In Teaching Reading Comprehension". This research aimed to figure out the strategies used by English teachers in teaching reading and how they applied the strategies. This research was designed as descriptive qualitative research. The result showed that the teacher one used several strategies in teaching reading comprehension. The strategies were brainstorming, reading aloud, and asking for specific information. The strategies applied were very effective in teaching reading comprehension in that school. It was proven by the students' motivation, students' attention, and teachers' ease in teaching and learning process.

The fifth previous study was research conducted by Rizal Arisman, Irda Sriyanti and Haryanti in 2020 with the title "Using Small Group Discussion to Improve Students' Reading Achievement on Narrative Text. The objective of this research was to find out significant differences in reading achievement between students who are taught using Small Group Discussions and those who are taught using conventional methods. The research used a quantitative approach. This research concludes that there was a significant difference in reading achievement between the class in which it is taught using the Small Group Discussion method and the class in which it is taught using the conventional method.

Table 2.1 Table of Similarities and Differences Between Previous Research and This Research

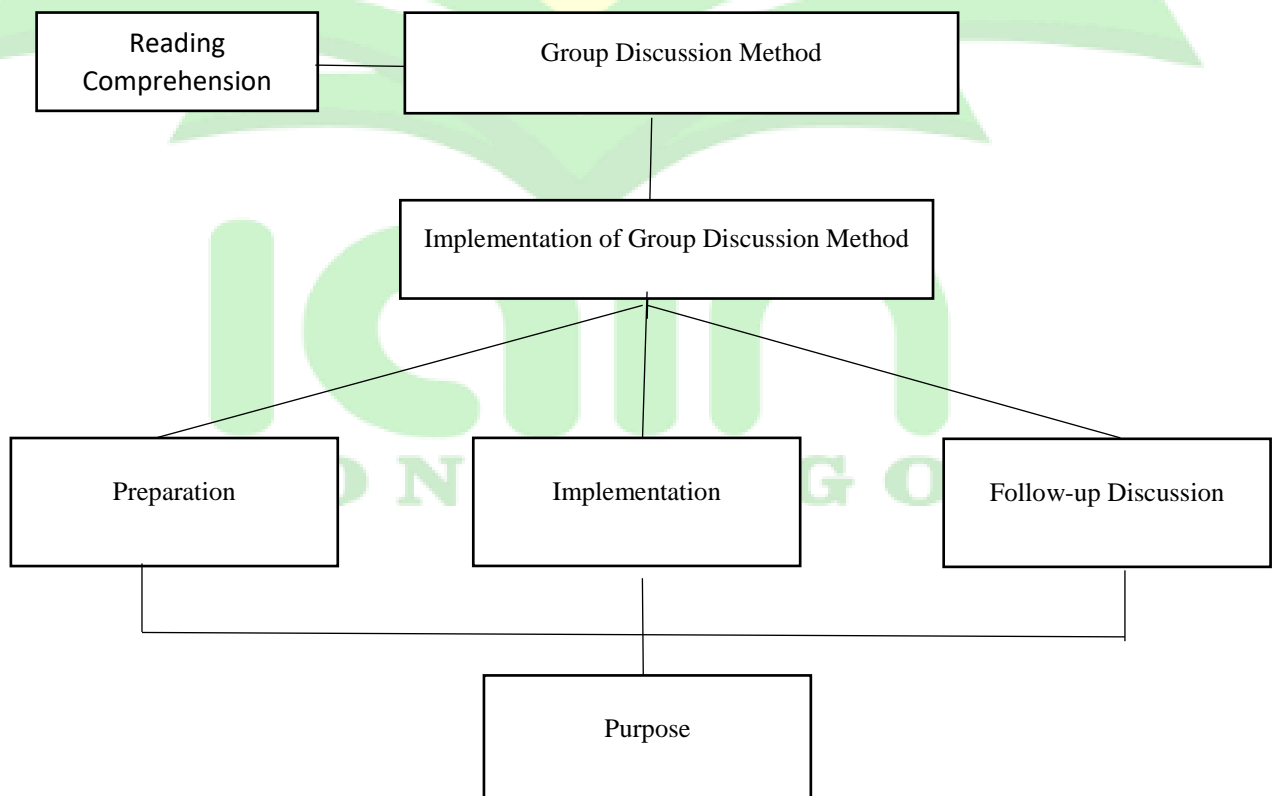
Title, researcher, year published	Equations	differences	Results

<p>"Penerapan Metode Discussion Group (DG) – Group Project (GP) Untuk Menumbuhkan Keterampilan Kerjasama Siswa Kelas VII Pada Pembelajaran IPS (Studi Kasus Di Mts Bahrul Ulum Jatisari Tajinan)", Febrianty Nur Atala in 2022</p>	<p>1) Have the same variable, namely Group Discussion 2) using qualitative research methods</p>	<p>1) there are different variables, namely social studies learning with reading comprehension 2) Using qualitative methods with case studies while this research uses descriptive qualitative research methods.</p>	<p>The results of this study indicate that the method can stimulate students to be more creative, especially in providing ideas, so that they can broaden students' thinking, and develop student activity, creativity, and experience,•</p>
<p>endtitle “ Guided Reading Approach to Reach Students’ Reading Comprehension: A Descriptive Qualitative Research “ by Wira Hayu in 2020</p>	<p>1) Have the same variable, namely reading comprehension. 2.) This research design uses the same descriptive qualitative research design.</p>	<p>1.) have different variables, namely Guided Reading Approach and Group discussion.</p>	<p>The researcher found that some steps of guided reading approach contributed much to reach students’ reading comprehension.</p>
<p>“Small Group Discussion Strategy Towards Students’ Reading Comprehension of SMA Negeri 11 Bulukumba”. By Agus Rahmad in 2018 .</p>	<p>1) Have the same variables, namely group discussion and reading comprehension. 2) Using the same research subject, namely class XI students.</p>	<p>1) The difference in research methods is using quantitative methods.</p>	<p>The researcher draws the conclusion that the use of Small Group Discussion Strategies in Improving Reading Comprehension of Class XI Students of SMA Negeri 11 Bulukumba is effective.</p>
<p>“Teachers’ Strategies In Teaching Reading Comprehension”. By Gendis Nadira in 2020</p>	<p>1) Have the same variables, namely reading comprehension. 2) This research design uses the same descriptive qualitative research design.</p>	<p>1) focuses on the teacher strategy while this research focuses on the group discussion method.</p>	<p>The result showed that the strategies applied were very effective in teaching reading comprehension in that school.</p>
<p>“Using Small Group Discussion To Improve Students’ Reading Achievement On Narrative Text”. By Rizal Arisman in 2020.</p>	<p>1) Have the same variables, namely group discussion .</p>	<p>1) The difference in research methods is using quantitative methods. 2) The research focuses on Reading Achievement on Narrative Text while this research focuses on the application of group discussion method to teach reading comprehension.</p>	<p>This research concludes that there was a significant difference in reading achievement between the class in which it is taught using the Small Group Discussion method and the class in which it is taught using the conventional method.</p>

C. Theoretical Framework

In a research framework, it is an important part that a brief description of the research agenda is used after the researcher studies the involvement of the theoretical content according to the variables used. This study has variables, namely the discussion method, and reading comprehension . There are various ways to practice English language skill, especially students' reading comprehension skill. One example is, teachers apply the group discussion method. In its application, several stages are needed, namely the preparation stage, the implementation stage, and the Follow-up discussion stage. This research has its roots in Ernest W. Brewer. He revealed group discussion develops the cognitive and affective abilities of participants. It is a process of freely sharing information and insights among peers in a welcoming environment under the guidance of a presenter.

Based on this explanation, the theoretical framework of this study can be described as the diagram below:





Students' Responses

Figure 2.1 Theoretical Framework

Reading comprehension is an ability that every student has and must be constantly improved. One way to improve reading comprehension skills is to apply the group discussion method. In its application there are 3 steps that must be fulfilled, namely preparation, implementation and follow-up discussion. At each step, the group discussion method has a goal that has an impact on student's responses.

CHAPTER III

RESEARCH METHODS

A. Research Design

This study uses a qualitative descriptive method. Qualitative research is a process of investigating and understanding which is based on different research methodological traditions that explore social or human problems. The researcher builds a complex and comprehensive picture, analyzes words, reports detailed views of the informants, and conducts research in a natural setting.⁴⁸ According to Moleong, this type of descriptive research is research with how to combine data in the form of speech, images, and not numbers. All the data that has been collected is the key to what has been researched.⁴⁹

This research focuses on the Group Discussion learning method in cultivating reading comprehension skills at MAN 1 Ponorogo through a case study approach. A case study is a set of factual activities that are carried out seriously and in depth regarding one of the plans, events and activities, both at the individual level, a series of people, institutions or institutions, in order to gain extensive knowledge about the event.⁵⁰ The case study approach is wrong one type of approach used to study the form of events or problems that have occurred by combining various kinds of information which are finally resolved in order to obtain a solution so that the problem revealed can be controlled. The reason the researcher chose qualitative research was because it would be able to obtain more in-depth information and as a reference in this study, because it was to see research that can clarify elements accompanied by data that has been collected in the form of utterance and in accordance with the problem discussed by researcher. Therefore, in the

⁴⁸ H. Adul Manab, *Penelitian Pendidikan Pendekatan Kualitatif* (Kalimedia, 2015).

⁴⁹ Susilowati, "Kegiatan Humas Indonesia Bergerak Di Kantor Pos Depok II Dalam Meningkatkan Citra Instansi Pada Publik Eksternal," *Jurnal Komunikasi*, September 2017.

⁵⁰ Samsu, *Metode Penelitian Teori Dan Aplikasi Penelitian Kualitatif, Kuantitatif, Mixed Methods, Serta Research & Development* (JAMBI: PUSAKA, 2017).

research context, researcher went directly to the field without being represented, namely at MAN 1 Ponorogo. Analysis in qualitative research tends to be done inductively. This means that this research is based on data in the field, especially regarding the application of the group discussion method in learning reading comprehension at MAN 1 Ponorogo.

B. Research Setting

The research setting can be understood as a situation or place where the subject is domiciled which affects the activities, circumstances, and those related to the subject's behavior.⁵¹ Researcher choose MAN 1 Ponorogo, which is located at Jalan Arief Rahman Hakim no. 2, Kertosari village, Babadan district, Ponorogo regency, East Java. It is a skill-based aliyah madrasah school in collaboration with the Surabaya Prodistik Institute of Technology. Besides that, MAN 1 Ponorogo is also a national Adiwiyata school. In learning activities, teachers allow students to bring mobile phones to be used wisely. When learning English, teachers often use innovative methods, one of which is the group discussion method. With all the uniqueness of the school, researcher was interested in taking MAN 1 Ponorogo as the research setting. Researcher chose Grade 11 Religion 2 students because, in the initial assessment, researcher had the opportunity to study Grade 11 Religion 2 students. At this level, students have begun to prepare themselves to enter the final level.

C. Data Source

In qualitative research, data and data sources are contained as follows:

1. Data

The data that is to be integrated through this research is data that is relevant using the research focus, namely the application of the discussion method. In improving the

⁵¹Samsu Samsu, *Metode Penelitian Teori Dan Aplikasi Penelitian Kualitatif, Kuantitatif, Mixed Methods, Serta Research & Development* (JAMBI: PUSAKA, 2017).

Reading Comprehension skills of MAN 1 Ponorogo students, the type of data from this study is devoted to forming two, namely primary data and secondary data, as follows:

a. Primary Data

Primary data is data obtained directly by researcher in the field through English teachers through observation, interviews and distribution questionnaire. According to Lofland, as has been quoted by Lexy. J. Moleong said that the primary data in qualitative research is words and deeds. The advantages are in the form of complementary data such as documents, and so forth. In connection with this case, in this chapter it can be understood that the data is divided into words and actions, written data sources, images, and statistics. This data is in the form of a text of the results. Interviews and found through interviews with informants who were again sampled during their research. In the research process, the researcher determined the informants, namely Mr. Muhadi as an English teacher and several students of class XI Religion 2. The data could be recorded or recorded by the researcher.

b. Secondary Data

Secondary data is a source of observational evidence which researchers collect indirectly with intermediary instruments, such as documents. Some of what is listed from the secondary data is the MAN 1 Ponorogo document, study results, survey results. The data obtained can also be in the form of data on the number of teachers and students obtained from school documents, school facilities and infrastructure. The researcher determined secondary data to strengthen creation and fulfill informants who had been collected via interviews with English teachers and students of class XI Religion 2 .

2. Data Source

Regarding research data sources is a very important factor for researcher, because of the accuracy in sorting and determining the type of data source. It determines the accuracy and balance of the information obtained. Data sources in qualitative research can be classified by shape and position, ranging from the most real to the faintest. While conducting this study, researchers decided on several people to choose as resource persons, such as English teachers and all students of Class XI Religion 2.

D. Data Collection Technique

In descriptive qualitative research there are several methods of data collection, namely:

1. Observation

According to Sugiyono, observation method (observation) is a technique or method of collecting data by observing ongoing activities. With this technique, researchers observe the behavior of objects and activities that use the services of the object. In this study and to answer the first statement of the problem the researcher uses checklist observations.⁵²The checklist observation is a list of important items that the serve as a reference for facilitating researcher. The checklist contains points that must be observed by researchers based on the theory of learning methods and group discussion. According to Sabri (2005), The group discussion stage is divided into three stages, including preparation for discussion planning, implementation of discussion and follow-up discussion. The observation checklist used is as follows:

⁵² Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D* (Bandung: CV Alfabeta, 2016).

Table 3.1 Checklist Observation Sheet

No	Aspects observed	Yes	No	Description
A.	Preparation			
	a. The teacher motivates the students and explains the purpose of the discussion.	✓		The teacher began the learning by telling the students news and checking the attendance of students. Furthermore, the teacher reviews the material that has been taught at the previous meeting. The teacher explained the new material. The teacher provides direction and motivation about the importance of understanding reading and explains in detail related to the learning objectives.
	b. The teacher divides students into several groups.	✓		The teacher divided the students into four small groups by choosing randomly.
	c. The teacher clearly formulates the problem to be discussed	✓		The teacher explained related to the topic of the problem to be discussed clearly and allowed students to ask what if they felt confused.
	d. The teacher gives students a period of time to discuss.	✓		The teacher had offered a period of agreement for students to discuss and present the results.
B.	Implementation			
	a. The teacher asks each group to divide the tasks during the group discussion process.	✓		The teacher went around and made sure that each student got an assignment in the group discussion activity.
	b. The teacher stimulates each student to participate in the group discussion activity.	✓		The teacher reminded students to be more active in discussing.

	c. The teacher accommodates all ideas and suggestions from the students.	✓		The teacher freed the students to express their opinions.
	d. The teacher respects and appreciates each student's opinion.	✓		The teacher gave appreciation of every student's opinion.
	e. The teacher creates a fun discussion atmosphere.	✓		The teacher made the atmosphere more cheerful with a little joke.
C.	Follow-up Discussion			
	a. The teacher asks each group to present the results of the discussion.	✓		The teacher appointed a group at random to present the results of their discussion.
	b. The teacher asks the other group members to give their opinions.	✓		The teacher invited all group members to respond to the work of their friends.
	c. The teacher provides feedback on the results of the discussion and students' opinions by giving conclusions.	✓		The teacher gave an explanation and gave conclusions from the results of the group discussion.

2. Questionnaire

Questionnaire is a data collection technique indirectly. According to Sutopo, the instrument or data collection tool is also called a questionnaire containing a number of questions that must be answered or responded to by respondents. Respondents have the freedom to provide answers or responses according to their perceptions. Questionnaire is a data collection technique that is carried out by providing a set of questions or written statements for the respondent to answer where the researcher does not directly ask and answer questions with the respondent. In this study and to answer the second statement of the problem the researcher uses questionnaire.

**Table 3.2 Blue Print Questionnaire of Students' Responses to the Application of
Group Discussion Method in Reading Comprehension**

No	Indicators	Theory	Statement
1.	Definition and purpose of group discussion method.	Andrew jeklin (2017) said that group discussion method is a learning process by conducting small group discussion that aim to make students have the skills to solve problems related to subject matter and problems in everyday life.	I have known the group discussion method before.
2.	Student perspective on group discussion method.	Hasibuan and Moedjiono (2000) said that It is a way of teaching in which the teacher divides opportunities for students (groups of students) to conduct scientific debates to combine opinions, make conclusions, or sort out various alternative solutions to a problem in a fun way.	I feel happy if English learning is done in the form of group discussion method.
3.	Benefit of group discussion method.	Ernest W. Brewer (1997) said that all participants in the group can participate.	Group discussion method makes the class more active.
4.	Advantages of the group discussion method.	Arief.A (2007) said that the final conclusion of the discussion results can be understood by students because they take a way of thinking before arriving at a final stage.	Group discussion methods can improve my reading comprehension.
5.	Advantages of the group discussion method.	Sagala (2008) said that discussion can increase democratic attitudes, as well more respect Other people's arguments.	The group discussion method can foster a sense of democracy and tolerance among students.
6.	Advantages of the group discussion method.	Bahra and zain (2012) said that group discussion method triggering the creativity of students to build ideas in an analysis problem.	The group discussion method can trigger creativity to build ideas for solving problems.
7.	Advantages of the group discussion method.	Bahra and zain (2012) said that group discussion method triggering the creativity of students to build ideas in an analysis problem.	The group discussion method can build my confidence in answering questions given by the teacher, especially when learning to read comprehension.
8.	Advantages of the group	Sagala (2008) said that discussion can increase democratic attitudes, as well	The group discussion method makes me open to the opinions of others.

	discussion method.	more respect Other people's arguments.	
9.	Advantages of the group discussion method.	Arief.A (2007) said that the final conclusion of the discussion results can be understood by students because they take a way of thinking before arriving at a final stage.	Group discussion method makes it easier for me to find the main idea in reading comprehension.
10.	Student perspective on group discussion method.	Hasibuan and Moedjiono (2000) said that It is a way of teaching in which the teacher divides opportunities for students (groups of students) to conduct scientific debates to combine opinions, make conclusions, or sort out various alternative solutions to a problem in a fun way.	Group discussion method is a fun way to communicate.
11.	Advantages of the group discussion method.	Sagala (2008) said that students receive training to present arguments, behavior as well free inspiration.	Group discussions can explore my potential in expressing opinions.
12.	Disadvantages of group discussion method.	Ernest W. Brewer (1997) said that the discussion must be carefully planned, not impulsive, to be affective	Through the group discussion method, each member gets a task with the same level of difficulty.
13.	Disadvantages of group discussion method.	Suryo Subroto (2002) said that the discussion process can be understood by some of the dominant students.	In the application of the group discussion method, there is one group member who is more dominant
14.	Advantages of the group discussion method.	Nurhayati (2011) said that group discussion method can improve critical thinking skills, being democratic, learning motivation and speaking skills.	I can think critically through the group discussion method.
15.	Advantages of the group discussion method.	Nurhayati (2011) said that group discussion method can improve critical thinking skills, being democratic, learning motivation and speaking skills.	Group discussion method can increase my learning motivation, especially when learning reading comprehension.
16.	Advantages of the group discussion method.	Sagala (2008) said that students receive training to present arguments, behavior as well free inspiration.	Group discussion method can encourage my courage in expressing opinions.
17.	The position and role of teacher.	Sudjana (2005) said that teacher as learning facilitators means providing facilities for students to carry out their learning activities.	Group discussions create openness of opinion between students and the teacher as a facilitator.
18.	Advantages of the group discussion method.	Trianto (2011) said that Through the up discussion method, students will find it easier to solve problems together.	In terms of time, the group discussion method is quite efficient in completing the tasks given by the teacher.
19.	Student perspective on group	Hasibuan and Moedjiono (2000) said that It is a way	The group discussion method makes me feel

	discussion method.	of teaching in which the teacher divides opportunities for students (groups of students) to conduct scientific debates to combine opinions, make conclusions, or sort out various alternative solutions to a problem in a fun way.	comfortable during the learning process.
20.	Student perspective on group discussion method.	Andrew jeklin (2017) said that group discussion method is a learning process by conducting small group discussion that aim to make students have the skills to solve problems related to subject matter and problems in everyday life.	Group discussion methods are useful in learning, especially English learning.

Table 3.3 Likert Scale Table of Student's Responses toward the Implementation of group Discussion Method in Reading Comprehension

NO	Questions	Answer			
		1 Strongly Agree	2 Agree	3 Disagree	4 Strongly Disagree
1.	I have known the group discussion method before.	50%	50%	0%	0%
2.	I feel happy if English learning is done in the form of group discussion method.	25%	65%	10%	0%
3.	Group discussion method makes the class more active.	50%	50%	0%	0%
4.	Group discussion methods can improve my reading comprehension.	40%	55%	5%	0%
5.	The group discussion method can foster a sense of democracy and tolerance among students.	65%	35%	0%	0%
6.	The group discussion method can trigger creativity to build ideas for solving problems.	45%	50%	5%	0%
7.	The group discussion method can build my confidence in answering questions given by the	45%	55%	0%	0%

	teacher, especially when learning to read comprehension.				
8.	The group discussion method makes me open to the opinions of others.	55%	45%	0%	0%
9.	Group discussion method makes it easier for me to find the main idea in reading comprehension.	50%	45%	5%	0%
10.	Group discussion method is a fun way to communicate.	50%	45%	5%	0%
11.	Group discussions can explore my potential in expressing opinions.	40%	55%	5%	0%
12.	Through the group discussion method, each member gets a task with the same level of difficulty.	40%	55%	5%	0%
13.	In the application of the group discussion method, there is one group member who is more dominant.	25%	65%	10%	0%
14.	I can think critically through the group discussion method.	30%	65%	5%	0%
15.	Group discussion method can increase my learning motivation, especially when learning reading comprehension.	45%	50%	5%	0%
16.	Group discussion method can encourage my courage in expressing opinions.	45%	45%	5%	5%
17.	Group discussions create openness of opinion between students and the teacher as a facilitator.	35%	55%	10%	0%
18.	In terms of time, the group discussion method is quite efficient in completing the tasks given by the teacher.	45%	50%	5%	0%

19.	The group discussion method makes me feel comfortable during the learning process.	40%	40%	15%	5%
20.	Group discussion methods are useful in learning, especially English learning.	30%	65%	5%	0%

Description : 1 = Strongly agree

2 = Agree

3 = Disagree

4 = Strongly disagree

3. Interview

An interview is a conversation with a specific purpose. The conversation was carried out by two parties, namely the interviewer (interviewer) who asked the question and the interviewee who gave the answer to the question. Interviews are used as a data collection technique if the researcher wants to conduct a preliminary study to find problems that must be carefully considered, but also if the researcher wants to know things from the respondents in more depth.⁵³

Qualitative interview is one technique to collect data and information. The use of this method is based on two reasons. First, with interviews, researchers can explore not only what is known and experienced by the subject being studied, but what is hidden deep within the subject of the study. Second, what is asked of the informant can include things that are cross-time, related to the past, the present as well as the future. The interview used was a qualitative interview. This means that researchers ask questions more freely and freely, without being bound by an atmosphere of questions that have been prepared in advance.⁵⁴

⁵³ Sugiyono.231.

⁵⁴ Fauzan Al mansur dan Fauzan Ghony, *Metodologi Penelitian Kualitatif* (Yogyakarta, 2012).17

The type of interview used is an unstructured interview. This type of interview is free interviews where researchers do not use interview guidelines that have been arranged systematically and completely to collect data. The stages designed by the researcher when conducting interviews at MAN 1 Ponorogo are: (1) the interview will be conducted with Mr. Muhadi as English teacher and class XI Religion 2 students; (2) prepare questions that will form the target of the conversation; (3) get started interview; (4) confirming the results of the interviews; (6) record the conclusions of the interviews; (7) marking follow-up interviews.

Table 3.4 Teacher's Perceptions toward the Implementation of Group Discussion Method in Teaching Reading Comprehension

Indicator	Question items
The use of group discussion method in learning reading comprehension	<ol style="list-style-type: none"> 1. Why do you choose group discussion learning method in English learning process? 2. What do you think about learning reading comprehension using the group discussion method? 3. What do you think are the advantages of group discussion method? 4. What do you think are the disadvantages of group discussion method? 5. Can the group discussion method increase student activeness in class? 6. How do students and teachers communicate during the group discussion process? 7. Do you often use group discussion method in English learning?

Teacher involvement in group discussion activities	<p>8. How do you formulate the problem and convey the learning objectives to be discussed with the group discussion method?</p> <p>9. How do you create a fun atmosphere during the discussion group process?</p> <p>10. How do you deal with students who have disagreements?</p> <p>11. How do you motivate students in learning reading comprehension?</p> <p>12. How do you monitor and evaluate students during the group discussion process?</p>
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4. Documentation

Documentation is a record of events that have passed. Documentation can be in the form of writing, such as diaries, life histories, stories, biographies, regulations, policies. This documentation is in the form of images such as photos, live images, sketches and others. Documentation studies are complementary to the use of observation and interview methods in qualitative research. With this technique, researchers explore data through diaries, photographs and others. This method is a social research methodology. This method is used to view school historical data. Documentation data collection techniques aim to obtain data related to the history of the MAN 1 Ponorogo school, geographical location of the school, vision and mission of MAN 1 Ponorogo, character of teachers and educators, level of students. The data referred to in this chapter are documents and archives contained from the administration office in the form of teacher data, student data, and school data of MAN 1 Ponorogo.

E. Data Analysis Technique

Data analysis technique is the process of systematically searching and compiling data obtained from interviews, field notes, and documentation, by organizing data into categories, describing them into units, synthesizing, compiling into patterns, choosing

which ones are important and which will be studied, and make conclusions so that they are easily understood by themselves and others.⁵⁵ The data analysis technique used in this study uses the concept presented by Miles and Huberman who argue that activities in qualitative data analysis are carried out interactively and take place continuously at each stage until the research is complete, and the data is saturated. Activities in data analysis, including:

1. Data reduction

In the context of research, data reduction is a process of selecting, focusing on simplifying, abstracting, and transforming "rough" data that emerges from written records at the research site. Data reduction is thus a form of analysis that sharpens, categorizes, directs, discards unnecessary, and organizes data in such a way that final conclusions can be drawn and verified.

2. Data Presentation

Presentation of data is a collection of structured information that gives the possibility of drawing conclusions and taking action. The form of data presentation is in the form of matrices, graphs, networks, charts, and so on. All of them are designed to combine information organized in a solid shape and easy to reach.

3. Conclusion Drawing

The researcher draws conclusions from the data that has been obtained using an inductive method, which draws conclusions that are judged from specific statements or facts, leading to general conclusions.

⁵⁵ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D*. Metode Penelitian kuantitatif Kualitatif dan R&D . (Bandung : CV Alfabeta,2016), 244

F. Research validity

Data validity is an important concept that is updated from the concepts of validity and reliability. To determine the validity of the data, inspection techniques are needed, namely the level of trust, transferability, dependence and certainty. In the validity of the data in this study, a triangulation examination was carried out.

Triangulation is a technique used to test the reliability of the data (check the validity of the data) by utilizing other things that are outside the data for the purpose of checking or as a comparison of the data. The triangulation technique carried out by this researcher refers to the concept of using multiple or different sources, methods, and theories.⁵⁶ The steps that will be taken by researchers are to compare and classify the results of interviews and observations from observations to obtain the facts. Another step, researchers also obtain different sources of information to check the truth of the facts of the truth. Through various points of view obtained in the results that are close to the truth.

G. Research Procedure

The qualitative research phase includes;

1. Preparation Stage

The researcher prepares a research design departing from the problem to be studied, choosing a field as chosen in this study, namely MAN 1 Ponorogo, then taking care of licensing in order to facilitate the research process. After that, starts the first assessment with the case to be studied, of preparing instruments.

⁵⁶ Samsu, *Metode Penelitian Teori dan Aplikasi Penelitian Kualitatif, Kuantitatif, Mixed Methods, Serta Research & Development*.

2. Execution Stage in the Field

In this activity the researcher understands the background of the research, looks for research boundaries, gets used to adapting to the culture of the place to be studied, is active in data collection activities.

3. The Procedure of Data Analysis

This involves data analysis, observing students and teachers during the learning process, and conducting hypothesis testing.

4. Research Report

The researcher writes a research report in the form of a thesis on The Implementation of Group Discussion Method to Teach Reading Comprehension at Man 1 Ponorogo.

H. Data Processing Stage

Write the data in the form of a detailed report, then categorize the subject matter in the form of a matrix, analyze the data, draw conclusions from the data analysis as well as verify, then increase the validity of the results, then narrate the results of the analysis by combining the theory of an appropriate literacy in the topic.



CHAPTER IV

FINDINGS AND DISCUSSION

A. GENERAL DATA

General data describes the general description of the school, which includes history, vision, mission, goals, profile, organizational structure, teachers, staff, students, and infrastructure at MAN 1 Ponorogo.

1. School/Madrasah History

Madrasah Aliyah Negeri 1 Ponorogo with National School Identification Number 20584489 Madrasah Statistical Number 311350217031 has the status of a State Madrasah, since 1981, a relocation of Madrasah Aliyah Negeri Ngawi. Madrasah Aliyah Negeri 1 Ponorogo occupies an area of 13.451 M² in the lowlands of the urban area so as to allow prospective development of the madrasah. Currently, MAN 1 Ponorogo has 22 classes with 654 students from grade X to grade XII.

These students are served by 55 teachers (37 civil servants and 18 non-civil servants) and 19 employees (8 civil servants and 11 non-civil servants). Since its establishment in 1981, MAN 1 Ponorogo has experienced several changes in leadership, namely: 1) Drs. Moh. Soehardi 1981 - 1987. 2) Drs. Zainun Sofwan in 1987 - 1991. 3) Drs. H. Mahmuddin Danuri 1991 - 1999 4) H. Kustho, BA 1999 - 2002 5) H. Chozin, SH, 2002 - 2005 6) H. Fathoni Yusuf, S.Ag 2005 - 2009 7) H. Wahib Tri Samanhudi Year 2009 - 2009 8) Muhammad Kholid, MA Year 2009 - 2012 9) Drs. Purwanto Year 2012 - 2019 10) Plt. Nasta'in, M.Pd.I Year 2019 - 2020 11) Agung Drajatmono, M.Pd Year 2021.⁵⁷

⁵⁷ <https://www.man1ponorogo.sch.id> (Accessed 1 March 2023, 13.15)

2. School/Madrasah Vision, Mission, and Objectives

a. vision

PASTI (Care for the Environment, Religion, Science, Technopreneur and Innovative)

Indicator:⁵⁸

Caring for the Environment

- 1) Environmental and life awareness
- 2) Preserve the environment with care

Religious

- 1) Religious insight rahmatan lil alamin
- 2) Practicing religion with faith and piety

Science

- 1) Achievement in natural and social sciences
- 2) Technopreneur

Practicing knowledge in life

- 1) Technological in facing the industrial revolution
- 2) Applying technology in independent business

Innovative

- 1) Strive to make changes
- 2) Carry out renewal with awareness

⁵⁸ <https://www.man1ponorogo.sch.id> (Accessed 1 March 2023, 13.15)

b. Mission

Organizing education and learning that is environmentally sound, religious, oriented towards science and technology and strives to innovate in various fields through the application of participatory management based on the concept of School Based Management, with:⁵⁹

- 1) Organizing education and learning that is insightful and environmentally friendly to the madrasah and the community environment.
- 2) Organizing Islamic education and learning by encouraging and improving the experience of Islamic teachings through intensive worship and religious activities.
- 3) Organizing technology-based learning skill and encouraging students to utilize technology in entrepreneurship.
- 4) Organizing information technology-based learning and management of madrasah.
- 5) Organizing innovative learning and education to improve academic and non-academic achievements

c. Objectives

- 1) The creation of the implementation of education and learning that is insightful and caring for the madrasah environment and the community environment so as to produce students who have concern for the environment.
- 2) The creation of Islamic education and learning by encouraging and improving the experience of Islamic teachings through worship activities and other religious activities intensively so as to foster the faith and piety of students.

⁵⁹ <https://www.man1ponorogo.sch.id> (Accessed 1 March 2023, 13.15)

- 3) The creation of the organization of education and learning of technology-based skills to improve mastery of science and technology and encourage students to utilize technology in entrepreneurship.
- 4) Creating Information Technology-based madrasah management to provide easy access for both madrasah residents and the community.
- 5) The creation of innovative and varied education and learning programs to improve academic and non-academic achievements.
- 6) Creation of participation of all madrasah residents and stakeholders based on dedication and responsibility.⁶⁰

3. Brief School/Madrasah Profile

i. Organizational Structure

No	Name of Employee Teacher	Position
1	Agung Drajatmono, M.Pd	Head of Madarasah
2	Dra. Hj. Laelastutik	Head of Administration
3	Mashuri, M.Sc	Waka. Curriculum
4	Mulyono, M.Pd.I	Waka. Student affairs
5	Tafakur Rohman, S.Ag	Waka. Public Relations
6	Riza Aldi Risnanidan, SE	Waka. Infrastructure
7	Muhadi, M.Pd.	Skill Leader
8	Drs. Gunawan Purbantoro	Head of Library
9	Dra. Sriana Indrawati	Head of Biology Lab
10	Dra. Para Watiningsih	Head of Physics Lab
11	Dra. Herlina Rusdiana	Head of Chemistry Lab

⁶⁰ <https://www.man1ponorogo.sch.id> (Accessed 1 March 2023, 13.15)

12	Dadot Eko Prasetyo, S.Pd	Head of Computer Lab
13	Dwi Agustina Kristian A., A.Ma	Madrasah Operator
14	Praba Yudha Herbani, S.Kom	Madrasah Operator ⁶¹

ii. School Identity

1. Madrasah Status : State
2. Statistic Number 31.1.35.02.17.031
:
3. NPSN 20584489
:
4. Year of Establishment 1981
:
5. Accreditation Level Accredited A
:

iii. S

1. Street/RT/RW : Jl. Arif Rahman Hakim 02 Ponorogo
2. Village/Sub-district : Kertosari
3. Sub-district : Babadan
4. District : Ponorogo
5. Province : East Java
6. Zip Code : 63491
7. Phone Number : 0352-461984
8. Website : www.man1ponorogo.sch.id
9. E-mail : mansatupo@yahoo.com⁶²

⁶¹ See the appendix 01/D/2023 documentation transcript

⁶² See the appendix 01/D/2023 documentation transcript

cation

iv. Human Resources (Teachers, Tutors, Students, and Education Personnel)

4. Teachers

No	INDICATOR	CRITERIA	AMOUNT
1	Teacher Education Qualification ⁶³	High School	
		D1	
		D2	
		D3	
		S1	40
		S2	14
		S3	
		Amount	54
2	Certification	Already	35
		Not yet	19
		Amount	54
3	Gender	Male	25
		Female	29
		Amount	54
4	Employment Status	PNS	35
		GTT	18
		Amount	54
		III a	-
		III b	1
		III c	2
		III d	12
		IV a	11
		IV b	9
		IV c	-
		Non PNS	19
		Amount	54
6	Age Group	Less than 30 years old	7
		31 - 40 years old	19
		41 - 50 years old	23
		51 - 60 years old	21
		Above 60 years old	
		Amount	70
7	Period of Employment	Period of Employment	
		Less than 6 years	14
		6 - 10 years	9
		11 - 15 Years	16
		16 - 20 Years	15

⁶³ <https://www.man1ponorogo.sch.id> (Accessed 1 March 2023, 13.15)

No	INDICATOR	CRITERIA	AMOUNT
		21 - 25 Years	5
		26 - 30 Years	9
		Diatas 30 Years	2
		Amount	70 ⁶⁴

1) Education Personnel

No	INDICATOR	CRITERIA	AMOUNT
1.	Teacher Education Qualification	<= High School	9
		D1	
		D2	
		D3	1
		S1	7
		S2	
		S3	
		Amount	17
2	Gender	Male	11
		Female	6
		Amount	17
3	Employment Status	PNS	4
		PTT	13
		Honoror	
		Amount	17
4	Rank/ Class	I c	
		II a	
		II c	
		II d	1
		III a	
		III b	
		III c	
		III d	1
		Amount	2
5	Age Group	31 - 40 years	2
		41 - 50 years	1
		51 - 60 years	1
		Amount	4
6	Period of Employment	Less than 6 years	
		6 - 10 Years	
		11 - 15 Years	2
		16 - 20 Years	1
		21 - 25 Years	

⁶⁴ See the appendix 02/D/2023 documentation transcript

	26 - 30 Years	1
	Above 30 Years	
	Amount	4

2) Students

NO	YEAR	MALE	FEMALE	AMOUNT
1.	2016-2017	183	335	518
2.	2017-2018	206	384	590
3.	2018-2019	205	395	598
4.	2019-2020	247	397	654
5.	2020-2021	200	442	642
6.	2021-2022	241	435	676
7.	2022-2023	244	475	721 ⁶⁵

v. Institutional Achievements and Supporting Activities

No	Achievements	Yang memberi Penghargaan	Year
1	Adiwiyata Kabupaten Ponorogo	Bupati Kab. Ponorogo / H. Amin	Ponorogo, February 12, 2014
2	Adiwiyata Provinsi Jawa Timur	Kepala Badan Lingkungan Hidup Provinsi Jawa Timur / Indra Wiragana, SH	Surabaya, June 25, 2014
3	KantinSehat	Head of Ponorogo District Health Office / Drg. Priyo Langgeng T, MM	Ponorogo, March 20, 2015
4	Adiwiyata Nasional	Indonesian Minister of Environment and Forestry / Dr. Ir. Siti Nurbaya, M.Sc Indonesian Minister of Education and Culture / Anies	Jakarta, December 8, 2015

⁶⁵ See the appendix 02/D/2023 documentation transcript

		Baswedan, Ph.D.	
5	Juara 1 lomba Inovasi Pengelolaan Madrasah kategori madrasah vokasi 2019	Kantor wilayah Kementerian Agama Propinsi Jawa Timur	Surabaya, November 22, 2019 ⁶⁶

B. SPECIFIC DATA

Descriptive data is a description of the results of research findings obtained by researchers from the observation, interview, questionnaire, and documentation processes. The researcher made direct observations in the classroom to observe the application of the group discussion method in reading comprehension conducted by the English teacher to the 11th grade students of Religion 2 MAN 1 Ponorogo from the beginning of learning to the end. Furthermore, the researcher prepared several questions related to the resource person, namely Mr. Muhadi, M. Pd., as the English teacher at MAN 1 Ponorogo. To strengthen the research results, the researcher also distributed questionnaires to find out the students' responses to the implementation of the group discussion method in reading comprehension. Then the researcher documented each research process.

1. The Implementation of Group Discussion Method to Teach Reading Comprehension

The group discussion method is one of the learning methods that is implemented by dividing students into several small groups to discuss a problem, one of which is learning reading comprehension. In this case, the role of the teacher as a facilitator for students is very necessary for learning English. To find out how the teacher implements the group discussion method to teach students' reading

⁶⁶ See the appendix 03/D/2023 documentation transcript

comprehension, the researcher observed English learning activities in class XI, Religion 2.

Data was obtained through direct observation. The researcher conducted the first observation on September 9, 2022, and the second observation on September 23, 2022. The third observation was on March 1, 2023, and the last observation was on March 9, 2023. The researcher observed the learning activities by using the group discussion method. The researcher observed how the teacher implemented the group discussion method in class XI, Religion 2, especially when discussing the reading material in the student worksheet book.

The researcher observed important points in accordance with the aspects studied, starting from the preparation stage, implementation, and follow-up discussion stages. The researcher used an observation checklist in this study. In the observation conducted by the researcher, the teacher carried out Mr. Muhadi's duties and roles well, and students seemed more active and enjoyed learning reading comprehension by using the group discussion method. The researcher observed and recorded all activities during the learning process. The following are the results of the observation checklist obtained by the researcher:

Table 4.1 Result of Observation Checklist

No	Aspects observed	Yes	No	Description
A.	Preparation			
	a. The teacher motivates the students and explains the purpose of the discussion.	✓		The teacher began the learning by telling the students news and checking the attendance of students. Furthermore, the teacher reviews the material that has been taught at the previous meeting. The teacher explained the new material. The

				teacher provides direction and motivation about the importance of understanding reading and explains in detail related to the learning objectives.
	b. The teacher divides students into several groups.	✓		The teacher divided the students into four small groups by choosing randomly.
	c. The teacher clearly formulates the problem to be discussed	✓		The teacher explained related to the topic of the problem to be discussed clearly and allowed students to ask what if they felt confused.
	d. The teacher gives students a period of time to discuss.	✓		The teacher had offered a period of agreement for students to discuss and present the results.
B.	Implementation			
	a. The teacher asks each group to divide the tasks during the group discussion process.	✓		The teacher went around and made sure that each student got an assignment in the group discussion activity.
	b. The teacher stimulates each student to participate in the group discussion activity.	✓		The teacher reminded students to be more active in discussing.
	c. The teacher accommodates all ideas and suggestions from the students.	✓		The teacher freed the students to express their opinions.
	d. The teacher respects and appreciates each student's opinion.	✓		The teacher gave appreciation of every student's opinion.
	e. The teacher creates a fun discussion atmosphere.	✓		The teacher made the atmosphere more cheerful with a little joke.
C.	Follow-up Discussion			
	a. The teacher asks each group to	✓		The teacher appointed a group at random

	present the results of the discussion.			to present the results of their discussion.
	b. The teacher asks the other group members to give their opinions.	✓		The teacher invited all group members to respond to the work of their friends.
	c. The teacher provides feedback on the results of the discussion and students' opinions by giving conclusions.	✓		The teacher gave an explanation and gave conclusions from the results of the group discussion.

From the observations made by the researcher, it appears that teachers, from the beginning of learning to the end of learning, can implement the group discussion method well in teaching reading comprehension.⁶⁷

a. First Meeting

The researcher conducted the first observation on September 9, 2022. The first meeting discussed invitation letter material. In the early stages, the teacher opened the lesson with greetings and greeted the students, then checked their attendance. The teacher invited students to recall the material that had been discussed before, and then the teacher delivered new material to be understood.

The teacher asked the students to read the text about the invitation letter on their worksheet. The teacher also asked students to read and understand the material delivered through power points. After the students read, the teacher asked questions related to the content of the text that the students had read. Teachers used to ask students about the difference between formal and informal letters. In this case, it appears that students feel less confident in answering the questions given by the teacher. Teachers motivated students to be more enthusiastic about reading, especially

⁶⁷ See the appendix 01/O/2023 observation transcrip

about reading comprehension. The teacher also explained the purpose of the material discussed.

Teacher: "Today we learned about Invitation letter, what is an invitation letter?"

Student's: "Invitation letter"

Teacher: "Yes that's right, Invitation letter is a letter of invitation, for more details please read and understand about our material today."

Students: "Yes sir"

Teacher: "Have you ever gotten an invitation before? If so, what invitations have you received?"

Student's: "Birthday invitations and student council meeting invitations sir."

Teacher: "Yes, this time we will talk about the difference between formal and informal invitation letters."

The teacher continued teaching by randomly dividing students with absences into four small groups. The teacher asked students to read the next text carefully, then give them the task of making formal and informal invitation letters. The teacher stimulated the students by gave directions. Furthermore, the teacher instructed the students to answer the questions available in their respective books. Taking into account the weight of the questions, the teacher offered a term agreement with the students in which the teacher gives them 30 minutes to discussed and 15 minutes to convey the results of the discussion.

Researcher have observed that in the next step, the teacher asked all students to work together to solve the problem well. The teacher goes around to the students to encouraged each student to actively expressed their opinions. In this case, it can be seen that students are more focused on observing the text and began to be active when discussed. During the discussion process, students dared to ask questions and express their opinions to the teacher. The teacher accommodates and appreciates all the opinions of students.

At the advanced discussion stage, the teacher played a game by throwing paper balls. The group members who were hit by the paper ball came forward first to present the results of the discussion. In this process, each group was also asked to

respond to the results of discussions with their friends. In the final stage, the teacher gives feedback to each group and gives the results of the conclusions at the meeting.



Figures 4.1 Implementation of Group Discussion Method

b. Second Meeting

The researcher conducted the second observation on September 23, 2022. The second meeting discussed analytical exposition texts. In the early stages, the teacher opened the lesson with greetings and asked the students how they were doing, and then the teacher checked the attendance of the students. The teacher reminded the class about the material that had been discussed earlier, then explained the material about the analytical exposition text.

The teacher asked students to read a sample text about analytical exposition and understand its content. The teacher also asked the students to read and understand the material presented. Then the teacher gave the students the opportunity to ask questions. The teacher explained the benefits of studying analytical exposition texts. Students seem to get bored when asked to read. Then the teacher invites students to stand and sing together so that they are more enthusiastic about learning.

The teacher continued teaching by asking students to count until a small group was formed. Students began to be active and ready to discuss. The teacher asked students to read and analyze the reading structure of the exposition text and discussion to answered

the questions in the book. The teacher went around to motivate students by giving directions. The teacher offered a term agreement with the students in which the teacher gave them 30 minutes to discuss and 15 minutes to convey the results of the discussion.

The researcher observed that in the next step, the teacher asked all students to work together to solve the problem well. The teacher encouraged each student to actively express their opinion. In this case, it can be seen that students are more focused on observing the text and are more active when discussing. During the discussion process, students dared to ask questions and express their opinions to the teacher. Teachers accommodate and value all students' opinions.

Teacher: "I hope that in today's discussion all group members will actively contribute to completing the task."

Student: "Yes sir"

Teacher: "If you have any difficulties, don't hesitate to ask me."

Student: "Okay sir, to work on this in a notebook or on a sheet of paper sir?"

Teacher: "Work on a piece of paper and name the group members."

Student: "Thank you sir."

In the follow-up discussion stage, the teacher asked each group to present the results of their discussion. Students scramble to appear earliest so that the teacher points to a group randomly. In this process, each group is also asked to give a response to the results of the discussion with their friends. In the final stage, the teacher gave feedback to each group and gives the results of the conclusions at the meeting.



Figures 4.2 Implementation of Group Discussion Method

c. Third meeting

The researcher conducted the third observation was on March 1, 2023. The third meeting, discussed about cause and effect material. In the early stages, the teacher opened the lesson with greetings and greets the students, then the teacher checked the attendance of the students. The teacher invited students to recall the material that has been discussed before, then the teacher delivers new material to be understood.

The teacher asked students to read the reading text in the student's book. After the student reads, the teacher gave questions related to the content of the text that the student has read. In this case, it appears that students feel confused when the teacher asks students to answer questions given by the teacher. The teacher motivated students so that students are more enthusiastic in reading, especially about reading comprehension. The teacher also explained the purpose of the importance of mastering reading comprehension in everyday life.

The teacher continued teaching by randomly dividing students into four small groups. The teacher asks the students to read the next text carefully, then the teacher gives the teacher stimulates the students by giving a problem formulation. Next, the teacher instructs students to answer the questions that are available in their respective books. Taking into account the weight of the questions, the teacher offers a term agreement with the students where the teacher gave them 30 minutes to discuss and 15 minutes to convey the results of the discussion.

Teacher: "Today we will have another discussion, please stand up and count one to four in English."

Student: "Yes sir"

Teacher: "Please sit down with your groups. In your books there are 2 texts that we will discuss this time."

Student: "Yes sir"

Teacher: "How many minutes do you think it will take to discuss?"

Student: "How about until the next hour bell sir?"

Teacher: "That's too long and we also need to allocate time for the presentation. How about 30 minutes for discussion and 15 minutes for presentation, can we agree?"

Student: “Yes , Agreed sir”

Researcher have observed that in the next step, the teacher asked all students to worked together to solve the problem well. The teacher goes around to the students to encourage each student to actively express their opinions. In this case, it can be seen that students are more focused on observing the text and began to be active when discussing. During the discussion process, students dared to ask questions and express their opinions to the teacher. The teacher accommodates and appreciates all opinions of students.

The follow-up discussion stage, with a little joke, the teacher asked each group to present the results of their discussion. Students scramble to appear earliest so that the teacher points to a group randomly. In this process, each group is also asked to give a response to the results of the discussion with their friends. In the final stage, the teacher gives feedback to each group and gives the results of the conclusions at the meeting.



Figures 4.3 Implementation of Group Discussion Method

d. Fourth Meeting

The researcher conducted the fourth observation was on March 9, 2023. The fourth meeting, still continuing the cause and effect material. In the early stage, the teacher opened the lesson with greetings and greeted the students, then the teacher checked the attendance of the students. The teacher invited students to recall the material about cause and effect, then the teacher gave questions to measure students' understanding of the cause and effect material.

The teacher continued teaching by asking students to form the same groups as last week. Teacher gave questions to work on together related to reading cause and effect. The teacher also gave instructions for working on the questions and gave vulnerable time to work. The teacher always reminded students to always be active in discussions. The teacher motivated students to respect each other's opinions. After students finished completing the task the teacher asked students to present the results of their work. The teacher also asked other students to provide criticism and suggestions. At the end of the lesson the teacher appreciated student work by asking students to clap their hands.

Teacher: "We have come to the end of the lesson, and all the groups managed to answer the questions correctly, the presentations also went smoothly. I hope this time you can understand more about cause and effect material. Are you happy today?"

Student: "I'm glad sir because the learning was fun."

Teacher: "Yes, because in the discussion group you can freely express your opinions to each other. It also aims to increase tolerance among students. Thank you for today, and a round of applause for all of us."



Figures 4.4 Implementation of Group Discussion Method

2. Advantages and Disadvantages that the Students' Get toward the Implementation of Group Discussion Method in Reading Comprehension at MAN 1 Ponorogo

Data was collected through questionnaires to students to answer the second research question about student's responses toward the implementation of group discussion method in reading comprehension. The Researcher distributed the questionnaire on March 6, 2023. This aim is to determine students' responses to the application of the group discussion method in reading comprehension.. Twenty students in one class XI Religion 2 MAN 1 Ponorogo were respondents to this study. Researcher distributed questionnaires and calculated the total and average number of results from the questionnaires, as follows:

Table 4.2 Result of Sudents' Responses Toward the Implementation of Group Discussion Method in Reading Comprehension

NO	Statement	Total	Mean
1.	I have known the group discussion method before.	30	1,5
2.	I feel happy if English learning is done in the form of group discussion method.	37	1,85
3.	Group discussion method makes the class more active.	30	1,5

4.	Group discussion methods can improve my reading comprehension.	33	1,65
5.	The group discussion method can foster a sense of democracy and tolerance among students.	27	1,35
6.	The group discussion method can trigger creativity to build ideas for solving problems.	32	1,6
7.	The group discussion method can build my confidence in answering questions given by the teacher, especially when learning to read comprehension.	31	1,55
8.	The group discussion method makes me open to the opinions of others.	29	1,45
9.	Group discussion method makes it easier for me to find the main idea in reading comprehension.	31	1,55
10.	Group discussion method is a fun way to communicate.	31	1,55
11.	Group discussions can explore my potential in expressing opinions.	33	1,65
12.	Through the group discussion method, each member gets a task with the same level of difficulty.	33	1,65
13.	In the application of the group discussion method, there is one group member who is more dominant.	37	1,85
14.	I can think critically through the group discussion method.	35	1,75
15.	Group discussion method can increase my learning motivation, especially when learning reading comprehension.	32	1,6
16.	Group discussion method can encourage my courage in expressing opinions.	34	1,7
17.	Group discussions create openness of opinion between students and the teacher as a facilitator.	35	1,75

18.	In terms of time, the group discussion method is quite efficient in completing the tasks given by the teacher.	32	1,6
19.	The group discussion method makes me feel comfortable during the learning process.	37	1,85
20.	Group discussion methods are useful in learning, especially English learning.	35	1,75

From the results of the questionnaire, there are 3 factors that are most chosen by students. Namely, students feel happy if English learning is carried out in the form of group discussion methods. Group discussion methods make students feel comfortable during the learning process, but in the application of the group discussion method, there is one group member who is more dominant. To support the data from the questionnaire the researcher conducted interview with the student's. The following is the result of the interview conducted by the researcher:

According to SMR, she expressed her opinion about the application of the group discussion method as follows:

I am happy when the group discussion because I personally become more eager to learn, can be closer to classmates even though in the discussion process there is one student who does not want to give in when arguing.⁶⁸

She felt happy and more excited because he could work together with friends during the group discussion process even though one of her friends tended to dominate.

The same statement was also expressed by MMR as follows :

Actually, I don't like learning English but when using the group discussion method, I feel comfortable and have fun when discussing. But sometimes I also feel inferior when there are friends who always dare to argue earlier.⁶⁹

⁶⁸ See the appendix 03/W/10-2/2023 interview transcript

⁶⁹ See the appendix 04/W/10-2/2023 interview transcript

He felt more excited to learn when using the group discussion method. He also felt comfortable and enjoyed the discussion process even though he sometimes felt insecure when dealing with friends who tended to be more dominant.

Table 4.3 Likert Scale Table of Student's Responses toward the Implementation of group Discussion Method in Reading Comprehension

NO	Questions	Answer			
		1 Strongly Agree	2 Agree	3 Disagree	4 Strongly Disagree
1.	I have known the group discussion method before.	50%	50%	0%	0%
2.	I feel happy if English learning is done in the form of group discussion method.	25%	65%	10%	0%
3.	Group discussion method makes the class more active.	50%	50%	0%	0%
4.	Group discussion methods can improve my reading comprehension.	40%	55%	5%	0%
5.	The group discussion method can foster a sense of democracy and tolerance among students.	65%	35%	0%	0%
6.	The group discussion method can trigger creativity to build ideas for solving problems.	45%	50%	5%	0%
7.	The group discussion method can build my confidence in answering questions given by the teacher, especially when learning to read comprehension.	45%	55%	0%	0%
8.	The group discussion method makes me open to the opinions of others.	55%	45%	0%	0%
9.	Group discussion method makes it easier for	50%	45%	5%	0%

	me to find the main idea in reading comprehension.				
10.	Group discussion method is a fun way to communicate.	50%	45%	5%	0%
11.	Group discussions can explore my potential in expressing opinions.	40%	55%	5%	0%
12.	Through the group discussion method, each member gets a task with the same level of difficulty.	40%	55%	5%	0%
13.	In the application of the group discussion method, there is one group member who is more dominant.	25%	65%	10%	0%
14.	I can think critically through the group discussion method.	30%	65%	5%	0%
15.	Group discussion method can increase my learning motivation, especially when learning reading comprehension.	45%	50%	5%	0%
16.	Group discussion method can encourage my courage in expressing opinions.	45%	45%	5%	5%
17.	Group discussions create openness of opinion between students and the teacher as a facilitator.	35%	55%	10%	0%
18.	In terms of time, the group discussion method is quite efficient in completing the tasks given by the teacher.	45%	50%	5%	0%
19.	The group discussion method makes me feel comfortable during the learning process.	40%	40%	15%	5%
20.	Group discussion methods are useful in learning, especially English learning.	30%	65%	5%	0%

Some of the casual responses were found by researcher in class XI Religion 2

MAN 1 Ponorogo, as follows:

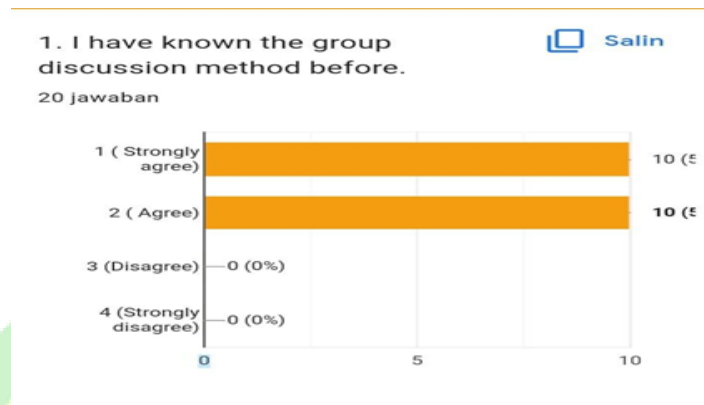


Figure 4.5 Student's Responses Item 1

Chart 4.1 shows that 50% of students agree that they have understood the group discussion method before, and the other 50% strongly agree that they have understood the group discussion method before. It can be concluded that all students have used the group discussion method before.

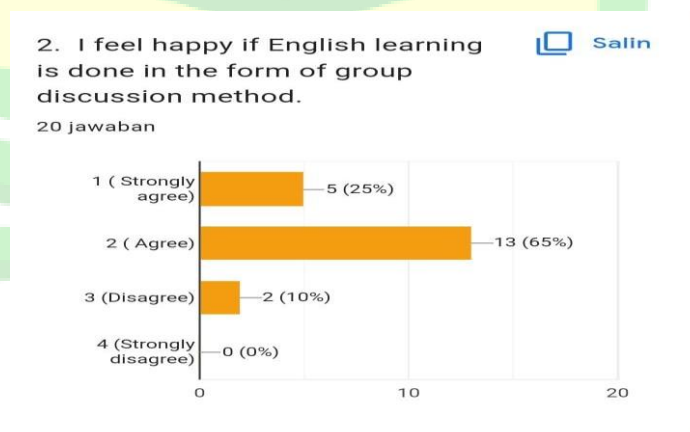


Figure 4.6 Student's Responses Item 2

Chart 4.2 shows the highest percentage, which is 65%. This shows that students feel happy if English lessons use the group discussion method.

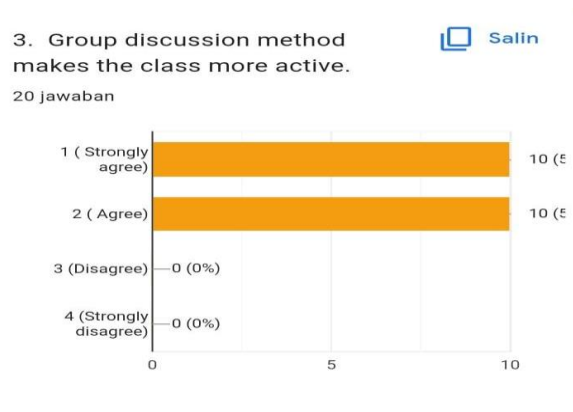


Figure 4.7 Student's Responses Item 3

Chart 4.3 shows that 50% of students strongly agree that the group discussion method makes the class more active. Furthermore, 50% of students agree that the group discussion method makes the class more active. It can be concluded that the group discussion method can increase student activeness in the classroom.

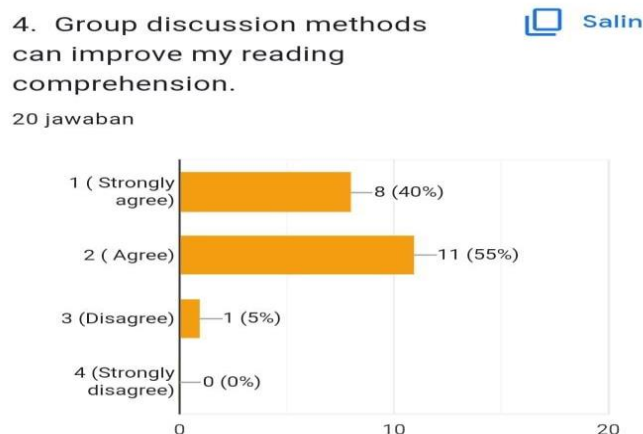


Figure 4.8 Student's Responses Item 4

Chart 4.4 shows the highest percentage, which is 55%. This shows that more than half of the students agree that group discussion method can improve students' reading comprehension.

5. Group discussion methods can foster a sense of democracy and tolerance among students.

20 jawaban

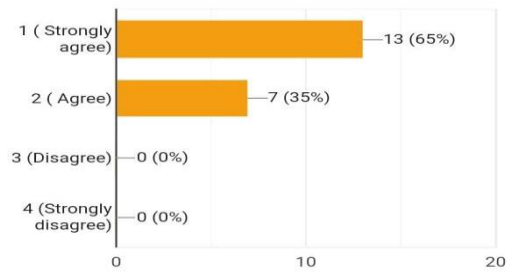


Figure 4.9 Student's Responses Item 5

Chart 4.4 shows the highest percentage, which is 65%. This shows that the group discussion method can foster a sense of democracy and tolerance among students.

6. The group discussion method can trigger my creativity to build ideas and solving problems.

20 jawaban

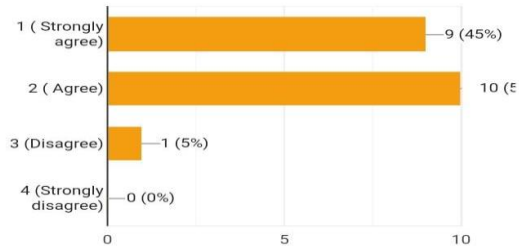


Figure 4.10 Student's Responses Item 6

Chart 4.6 shows the highest percentage, which is 55%. This shows that the group discussion method can trigger creativity to build ideas for solving problems.

7. The group discussion method can build my confidence in answering questions given by the teacher, especially when learning to read comprehension.

20 jawaban

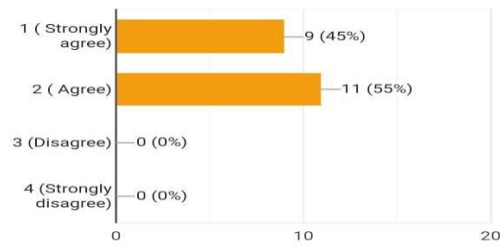


Figure 4.11 Student's Responses Item 7

Chart 4.7 shows the highest percentage, which is 55%. This shows that the group discussion method can build students' confidence in answering questions given by the teacher, especially when learning to read comprehension.

8. The group discussion method makes me open to the opinions of others.

20 jawaban

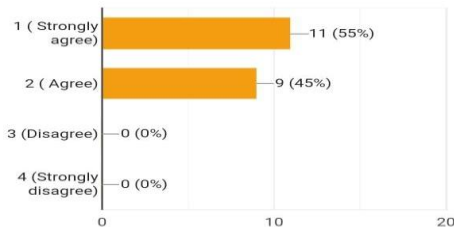


Figure 4.12 Student's Responses Item 8

Chart 4.8 shows the highest percentage, which is 55%. This shows that the group discussion method makes me open to the opinions of others. Graph 4.8 shows the highest percentage, which is 55%. This shows that the group discussion method makes students open to the opinions of others.

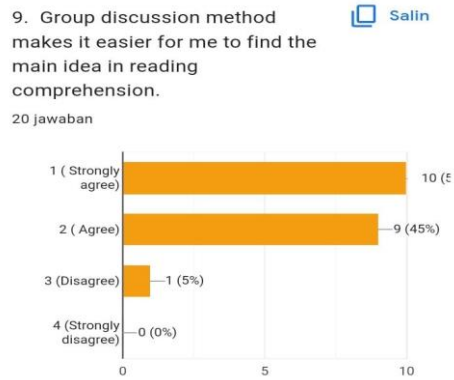


Figure 4.13 Student's Responses Item 9

Chart 4.9 shows the highest percentage, which is 55%. This shows that group discussion method makes it easier for students to find the main idea in reading comprehension.

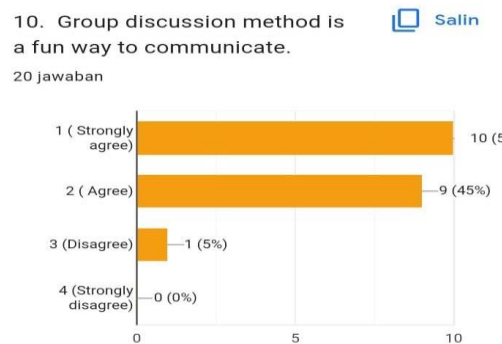


Figure 4.14 Student's Responses Item 10

Chart 4.10 shows the highest percentage, which is 55%. This shows that students agree that group discussion method is a fun way to communicate.

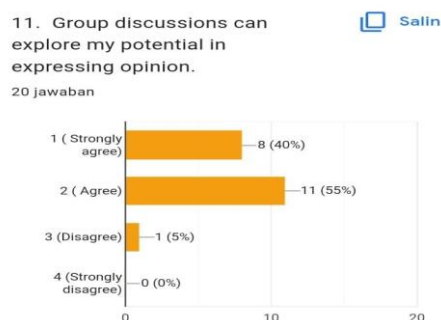


Figure 4.15 Student's Responses Item 11

Chart 4.11 shows the highest percentage, which is 55%. This shows that group discussions can explore students' potential in expressing opinions.

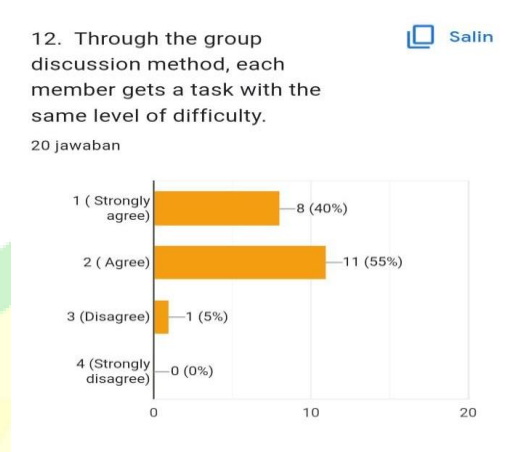


Figure 4.16 Student's Responses Item 12

Chart 4.12 shows the highest percentage, which is 55%. This shows that Through the group discussion method, each member gets a task with the same level of difficulty.

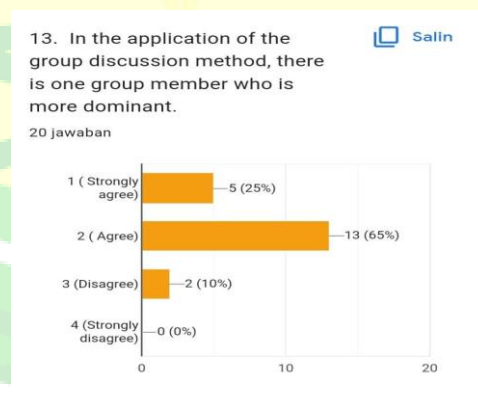


Chart 4.17 Student's Responses Item 13

Chart 4.13 shows the highest percentage, which is 65%. This shows that In the application of the group discussion method, there is one group member who is more dominant.

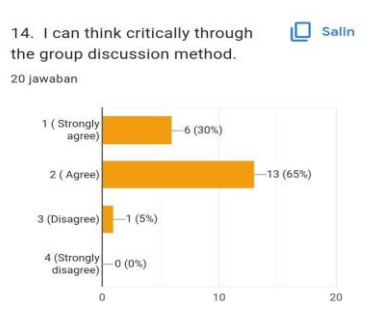


Figure 4.18 Student's Responses Item 14

Chart 4.14 shows the highest percentage, which is 65%. This shows that students can think critically through the group discussion method.

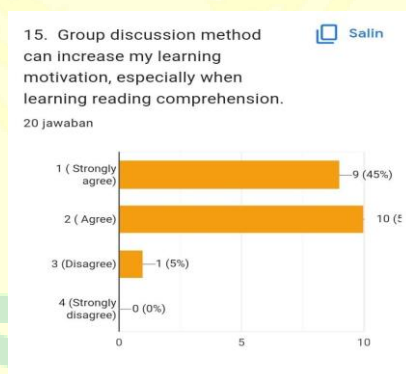


Figure 4.19 Student's Responses Item 15

Chart 4.15 shows the highest percentage, which is 50%. This shows that the group discussion method can increase students' learning motivation, especially when learning to read comprehension.

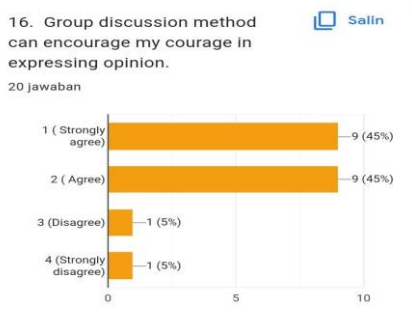


Figure 4.20 Student's Responses Item 16

Chart 4.16 shows the highest percentage, which is 45%. This shows that the group discussion method can encourage students' courage in expressing opinions.

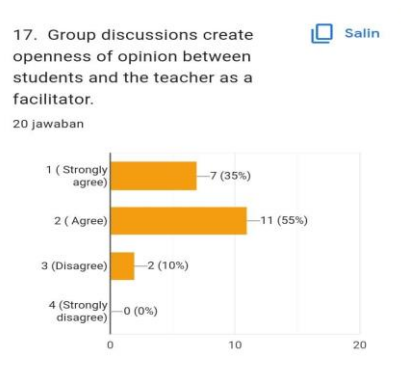


Figure 4.21 Student's Responses Item 17

Chart 4.17 shows the highest percentage, which is 55%. This shows that group discussions create openness of opinion between students and the teacher as a facilitator.

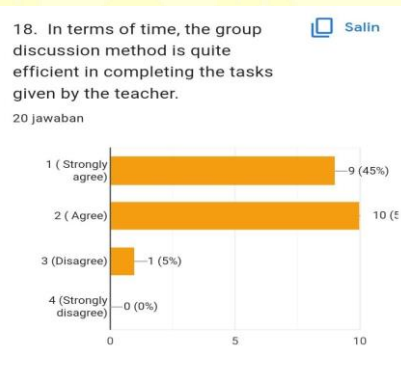


Figure 4.22 Student's Responses Item 18

Chart 4.18 shows the highest percentage, which is 50%. This shows that in terms of time, the group discussion method is quite efficient in completing the tasks given by the teacher.

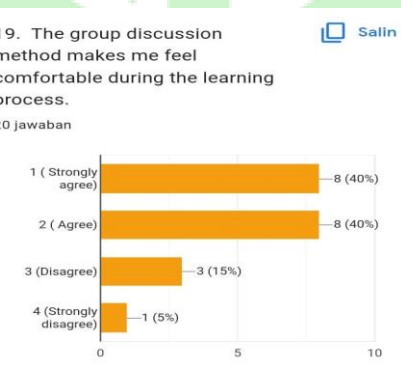


Figure 4.23 Student's Responses Item 19

Chart 4.19 shows the highest percentage, which is 40%. This shows that the group discussion method makes students feel comfortable during the learning process.

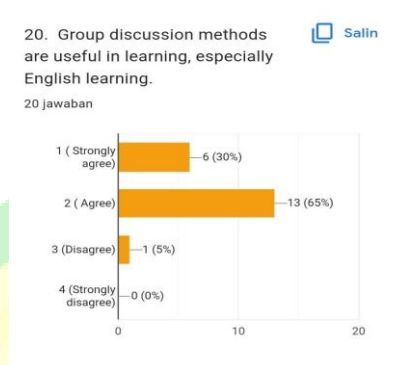


Figure 4.24 Student's Responses Item 20

Chart 4.20 shows the highest percentage, which is 45%. This shows that group discussion methods are useful in learning, especially English learning

3. Teacher's Perceptions Toward the Implementation of Group Discussion Method in Teaching Reading Comprehension

Descriptive data was collected through direct interviews with informants, namely Mr. Muhadi, M.Pd., as an English teacher for grade 11 students of Religion 2 Madrasah Aliyah Negeri 1 Ponorogo in the school environment. The findings of this data are related to the teacher's perspective on the implementation of the group discussion method in teaching reading comprehension.

In the first question, the researcher asked the teacher what the reason was for the teacher to choose the group discussion method in the learning process. From interviews with English teachers, Mr. Muhadi chose the group discussion method in English learning in order to equalize students' abilities to complete the shortcomings between them.

According to Mr. Muhadi as follows:

The level of mastery of English students was different between student A and student B. Some were different, some liked it, some were ordinary and some were not happy. So, if asked, the reason is because I want to neutralize, with collaboration, they can complement each other, because I think students will be more motivated if their friends motivate.⁷⁰

In the first statement from Mr. Muhadi, the researcher, obtained information about the reasons why English teachers choose the group discussion method. Mr. Muhadi believes that, through the group discussion method, it can neutralize and generalize students' English skills. Through the group discussion method, students can collaborate with fellow friends and can motivate each other. By implementing the Group Discussion Method in Reading Comprehension, students could better understand a text by inferring various perspectives from their friends.

The second question, the researcher asked the teacher how the teacher views learning reading comprehension using the group discussion method.

According to Mr. Muhadi as follows:

Related to different students' understanding, when looking for the meaning of sentences, students certainly have different perspectives. Through the group discussion method, students can discuss their various understandings, which they then conclude.⁷¹

In the second statement from Mr. Muhadi, the researcher, obtained information about Mr. Muhadi's views on the application of the group discussion method in reading comprehension to students. Mr. Muhadi explained that the level of reading comprehension of students is different. Through this method, students can process the various views of their friends into a conclusion that can help their reading comprehension. This can show the advantages of using the group discussion method in learning English.

The third question, the researcher asked the teacher how the teacher views the benefits of the group discussion method.

According to Mr. Muhadi as follows:

⁷⁰ See the appendix 01/W/09-2/2023 interview transcript

⁷¹ See the appendix 01/W/09-2/2023 interview transcript

The advantage is of course in this discussion students who lack motivation will be motivated the second when there one student has more understanding and the other student will be helped because of mutual discussion related to the meaning of the word maybe in the text, then because this is related to communication, students who rarely communicate with their mother become communicating then related to cooperation of course in the discussion is required to cooperate which may be the result of Working together is better than individual results.⁷²

The third statement by Mr. Muhadi, the researcher, obtained information about Mr. Muhadi's perspective related to the advantages of the grub discussion method. The teacher states that students who lack learning motivation will be motivated. Students can help each other in terms of reading comprehension. Students can more actively communicate and discuss with friends through cooperation, which allows them to get better results than doing individual assignments. Not only the advantages, the application of the group discussion method also has several disadvantages.

The fourth question, the researcher asked the teacher how the teacher viewed the disadvantages of the group discussion method.

According to Mr. Muhadi as follows:

If there were shortcomings, of course, when one of the students in the class was dominant in communicating, of course, he would be even more dominant in group discussions, while those who were less motivated tended to lose to the dominant student. For example, there were 5 questions given, then each student in the group had the opportunity to answer questions that had been divided as their respective responsibilities. In addition, this method is quite time-consuming when students have to move places, then look for groups, and in the process of discussion, it is quite time-consuming.⁷³

The fourth statement by Mr. Muhadi, the researcher, obtained information about Mr. Muhadi's perceptions related to the disadvantages of the grub discussion method. Mr. Muhadi explained the shortcomings of the group discussion method. Through this method, the dominant student in the class will be more dominant in the group discussion, which will make some of his other friends less confident in their opinions. In addition, this group discussion method takes a lot of time starting from

⁷² See the appendix 01/W/09-2/2023 interview transcript

⁷³ See the appendix 01/W/09-2/2023 interview transcript

the preparation process for implementation and the follow-up discussion stage. In its application, group discussion can increase student affiliation in discussing and presenting the results of student discussions.

The fifth question, the researcher asked the teacher whether the group discussion method can increase student activity in the classroom.

According to Mr. Muhadi as follows:

I think one of the alternatives of group discussion methods, especially in reading comprehension, is very helpful for students because sometimes students are less confident in the answer, but because they discuss, they can ask each other questions, share their understanding and opinions, be more confident and increase students' potential.⁷⁴

The fifth statement by Mr. Muhadi, the researcher, obtained information about Mr. Muhadi's perceptions related to Students activity in the application of group discussion method in reading comprehension. According to Mr. Muhadi, the group discussion method, especially in reading comprehension, is very helpful for students in increasing their confidence in expressing their perspective through understanding a meaning. In this case, students can exchange opinions and create active discussions. Group discussion method makes communication between students and teachers better.

The sixth question, the researcher asked the teacher how students and teacher communicated during the group discussion process.

According to Mr. Muhadi as follows:

Sometimes, this was one of the methods of collaboration between teacher and student communication by holding discussions so that it would not only be one source, meaning that teachers would not only be a source of understanding alone, by discussing, they would be more active and comfortable during the learning process, because in this case, the teacher's task was not only to teach but also to be a facilitator for students.⁷⁵

⁷⁴ See the appendix 01/W/09-2/2023 interview transcript

⁷⁵ See the appendix 01/W/09-2/2023 interview transcript

The sixth statement by Mr. Muhadi, the researcher, obtained information about Mr. Muhadi's perspective related to teacher and student communication during the group discussion method process. According to Mr. Muhadi, teacher and student communication is very good in the discussion process because the teacher is not only the only one who provides information, but the teacher also receives opinions from students. Through group discussion activities, students become more active and comfortable so that students dare to express their opinions and ask questions to the teacher. With good communication between teachers and students, Mr. Muhadi often uses the group discussion method when learning English to stimulate student activity in the classroom.

The seventh question, the researcher asked the teacher how often to use the group discussion method in learning.

According to Mr. Muhadi as follows:

I often used that method when learning required discussion, then I would often use it and the teacher became the facilitator.⁷⁶

The seventh statement by Mr. Muhadi, as a researcher, obtained information related to the intensity of using the group discussion method. Mr. Muhadi explained that teachers often use this method, especially when there is material that requires students to discuss. In its application, the teacher becomes a facilitator for students. Before carrying out learning activities, the teacher will explain the learning objectives and formulate problems that will be discussed by students together.

The eighth question, the researcher asked the teacher how the teacher formulated the problem formulation and explained the purpose of the discussion using the group discussion method.

According to Mr. Muhadi as follows:

⁷⁶ See the appendix 01/W/09-2/2023 interview transcript

Before learning, we had a discussion. Usually our initial activity was to discuss previous materials. I also always convey learning objectives so that students are motivated. To formulate problems, I refer to the material. Usually, I provide understanding and an overview of the general description of the problem to be discussed to stimulate students' critical thinking. Of course, by providing rules such as do not joke outside the context of the discussion, and I will sanction students who, such as answering questions from me using English, it also accustom students to speak English.⁷⁷

The eighth statement by Mr. Muhadi, the researcher, obtained information about Mr. Muhadi's perspective related to problem formulation and delivery of reading comprehension learning objectives using the group discussion method. During the initial activity before the group discussion process begins, the teacher always discusses with students through a review of the previous material, then the teacher continues the discussion to be learned by conveying learning objectives so that students are motivated. The teacher will provide an overview of the general description of the problem to be discussed to stimulate students' critical thinking power to formulate problems. In its application, the teacher provides agreed regulatory regulations. If there are students who violate, the teacher will give sanctions that can make students speak English. The application of the group discussion method in class is basically fun because teachers always build positive energy in class.

The ninth question, the researcher asked the teacher how the teacher created a fun atmosphere during the group discussion process.

According to Mr. Muhadi as follows:

There were many ways, one of which was during the division of groups. I asked students to count to get the group or I pointed randomly from there. The students looked enthusiastic. Besides that, when students discussed or when delivering the results of the discussion, I would go around and give clover to students with a little joke so that students did not feel afraid.⁷⁸

⁷⁷ See the appendix 02/W/09-2/2023 interview transcript

⁷⁸ See the appendix 02/W/09-2/2023 interview transcript

The ninth statement by Mr. Muhadi, the researcher, obtained information about Mr. Muhadi's perspective related to the way teachers create a pleasant atmosphere during the group discussion process. Mr. Muhadi did several ways, one of which was when dividing students into several groups, the teacher asked students to count from there. The students would be more excited and enthusiastic, then the teacher went around making sure that there were no obstacles with a little joke so that students felt comfortable and did not feel under pressure. In the discussion, of course, students have experienced disagreements between students. Teachers play an important role in mediating problems by motivating students.

In the tenth question, the researchers asked teachers how teachers deal with students who have disagreements.

According to Mr. Muhadi as follows:

I often appreciated the opinions of each student and asked students to be literate through reading books or reading articles on the internet to find more appropriate answers, as a teacher also gave conclusions from the correct answers. Furthermore, I motivate students not to drag on in disagreements.

The tenth statement by Mr. Muhadi, the researcher, obtained information about Mr. Muhadi's perspective related to the way teachers deal with disputing students. As a teacher, educator can evaluate students like Mr. Muhadi did. He always appreciates students' opinions before evaluating by asking literate students first to find the right answer, then the teacher motivates students so that there are no continuous quarrels.

In the eleventh question, the researcher asked the teacher how the teacher motivated students in learning reading comprehension.

According to Mr. Muhadi as follows:

Students were less motivated to read the way they gave instructions by reading, by giving assignments such as finding difficult vocabulary that they did not understand. Then could be asked me.

I also explained the importance of reading comprehension in everyday life. And I observe every student if someone is silent, then I approach it for motivation.⁷⁹

The eleventh statement by Mr. Muhadi, the researcher, obtained information about Mr. Muhadi's perceptions related to the way teachers motivate students in reading comprehension. The teacher asks students to read and find difficult vocabulary contained in the text to be discussed together, so that students can understand the meaning of a text. The teacher also makes observations and special approaches to students who tend to be paid by providing learning motives. The teacher also conveyed the importance of reading comprehension in everyday life. In its application, the teacher also has the right to evaluate students through direct observation or through the results of the assignments that the teacher gives.

The twelfth question, the researcher asked the teacher how the teacher monitored and evaluated students during the group discussion process.

According to Mr. Muhadi as follows:

At the end, there was an assessment that discussed and I observed what students did not understand, so I approached and I was able to monitor the students' understanding through the scores of their answers.⁸⁰

The last statement by Mr. Muhadi, the researcher, obtained information about Mr. Muhadi's perspective related to the way teachers monitor and evaluate students when implementing the group discussion method process. The teacher approaches students who do not understand and motivates them, besides that the teacher also evaluates student understanding through the value of the results of the tasks given.

C. DISCUSSION

The results of the research were discussed according to the findings found by the researcher through observations, questionnaires, and interviews.

⁷⁹ See the appendix 02/W/09-2/2023 interview transcript

⁸⁰ See the appendix 02/W/09-2/2023 interview transcript

1. The Implementation of Group Discussion Method to Teach reading Comprehension

From the observations made by researcher, researcher found a phenomenon where students tend to be more active when learning by using the group discussion method. In the implementation, the teacher acts as a facilitator for students by providing a forum for discussion and motivating students to actively cooperate, especially during the reading comprehension learning process. According to the researcher's observations, the teacher has carried out the steps of the group discussion method well, starting from the preparation, implementation, to follow-up discussion stages.

In the preparation stage, the teacher motivates the students and explains the learning objectives, the teacher divides the students into groups fairly, the teacher formulates a topic of the problem to be discussed, the teacher also gives an agreement on the vulnerability of the task time. At the implementation stage, the teacher carries out his duties well. The teacher always controls and motivates students to be more enthusiastic about discussing. At the follow-up discussion stage, the teacher also provides conclusions and appreciates student work.

From the observation made by researcher, this is in line with the theory put forward by Brewer.⁸¹ He states that the stages of group discussion are divided into three, namely; preparation for discussion planning, implementation of the discussion, and follow-up discussion. At the preparation stage, the purpose of the discussion, the formulation of the problem, and the vulnerability of the discussion time must be clear. Entering the implementation stage, all participants actively participate in discussing

⁸¹ Ernest W. Brewer, *13 Proven Ways to Get Your Message Across*.

the teacher as a facilitator and also providing motivation for students. In the final stage, namely drawing conclusions from the results of the discussion.

2. The Advantages and Disadvantages that the Students' Get toward the Implementation of Group Discussion Method in Reading Comprehension at MAN 1 Ponorogo

As human beings, students have the same right to express their opinions. In this study, students' views on the application of the group discussion method, especially in reading comprehension learning, are things that should be considered. From the results of the questionnaire, there are three factors that are most often chosen by students. Namely, students feel happy if English learning is carried out through group discussion methods. Group discussion methods make students feel comfortable during the learning process, but in the application of the group discussion method, there is one group member who is more dominant.

This is in line with the opinion of Hasibuan and Moedjiono (2000) regarding the advantages of the group discussion method, which states the method of teaching in which the teacher divides opportunities for students (groups of students) to carry out scientific debates to combine opinions, make conclusions, or sort out various alternative solutions to a problem by which are fun. Suryo Subroto also said that there are drawbacks to the group discussion method, one of which is that the discussion process can be understood by only a few dominant students.

3. Teacher's Perceptions Toward the Implementation of Group Discussion Method in Teaching Reading Comprehension

based on the results of interviews with the teacher researchers found about, The teacher believes that, through the grub discussion method, it can neutralize and generalize students' English skills. Through the group discussion method, students can active work together with their friends and can motivate each other. By applying the Group Discussion Method in Reading Comprehension, students can better understand a text by inferring various perspectives from their peers. explained that the

level of reading comprehension of students is different. Through this method, students can process the various views of their friends into a conclusion that can help their reading comprehension. This can show the advantages of using the group discussion method in learning English.

The teacher explained the shortcomings of the group discussion method. Through this method, the dominant student in the class will be more dominant in the group discussion, which will make some of his other friends less confident in their opinions. In addition, this group discussion method takes a lot of time starting from the preparation process for implementation and the follow-up discussion stage. According to Mr. Muhadi, the group discussion method, especially in reading comprehension, is very helpful for students in increasing their confidence in expressing their perspective through understanding a meaning. In this case, students can exchange opinions and create active discussions. Group discussion method makes communication between students and teachers better.

This is in line with the opinion of Sagala (2008) which states that cooperation in discussion groups can increase the sense of democracy and increase activeness in critical thinking.⁸² According to Suryo Subroto (2002) there are several disadvantages of using method group discussion, one of which is that the discussion process can only be understood by dominant students.⁸³

⁸² Sagala, Konsep dan Makna Pembelajaran

⁸³ Suryo Subroto, Proses Belajar dan Mengajar di Sekolah



CHAPTER V

CONCLUSION AND RECOMMENDATION

A. CONCLUSION

Based on the research results that have been processed and the discussion that has been described, it can be concluded that:

1. The Implementation of Group Discussion Method to Teach reading Comprehension

The implementation of the group discussion method is carried out through several stages, namely the preparation stage, the implementation stage, and the follow-up discussion stage. In the application of the group discussion method, students seem more active in their opinions, and the teacher acts as a facilitator during the discussion process.

2. The Advantages and Disadvantages that the Students' Get toward the Implementation of Group Discussion Method in Reading Comprehension at MAN 1 Ponorogo

In the application of the group discussion method, there are three factors that are most often chosen by students. Namely, students feel happy if English learning is carried out through group discussion methods. Group discussion methods make students feel comfortable during the learning process, but in the application of group discussion methods, there is one group member who tends to be more dominant.

3. Teacher's Perceptions Toward the Implementation of Group Discussion Method in Teaching Reading Comprehension

Through the application of the group discussion method, students who lack motivation to learn will be motivated. Students can help each other in terms of reading comprehension. Students can more actively communicate and discuss with friends through cooperation, which allows them to get better results than working on tasks individually, but in the process of implementation, group discussions also have several weaknesses; namely, students who are dominant in the class will be more

dominant in group discussions, which will make some of their other friends less confident in their opinions. In addition, this group discussion method requires a lot of time.

B. RECOMMENDATION

1. For the English Teachers

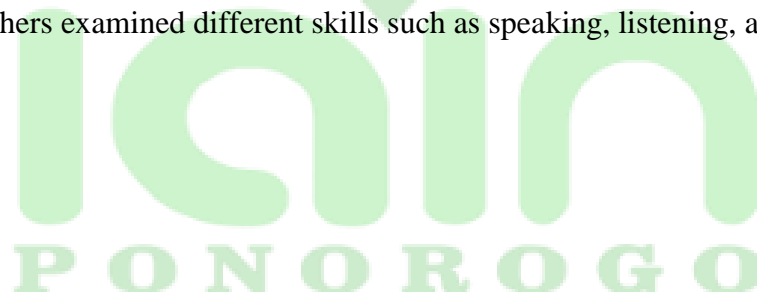
In applying the group discussion method, there are still some shortcomings, one of which is that dominant students tend to dominate in their opinions. In this case, the teacher has an important role in motivating students to further increase their sense of tolerance and democracy.

2. For the English students

Students must be more enthusiastic about developing reading comprehension skills; besides, they must always learn to respect each other's opinions and prioritize common interests.

3. For the Next Future Researchers

The results of this study can be used as a reference for further research and will provide useful information regarding the application of the group discussion method to teaching reading comprehension. It would be more interesting if future researchers examined different skills such as speaking, listening, and writing.



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