

**TEACHING READING USING SMALL GROUP DISCUSSION  
WITH SHORT STORIES TO INCREASE VOCABULARY AT  
SMK N 5 SURAKARTA**



**Submitted as a Partial Fulfillment of the Requirements for Getting Bachelor  
Degree in Department of English Education**

**By:**

**NURRUL HIDAYATI PUSPITASARI**  
**A320160312**

**DEPARTMENT OF ENGLISH EDUCATION  
SCHOOL OF TEACHING TRAINING AND EDUCATION  
MUHAMMADIYAH UNIVERSITY OF SURAKARTA  
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by:

**NURRUL HIDAYATI PUSPITASARI**  
**A320160312**

**Approved to be examined by Consultant  
School of Teacher Training and Education  
Universitas Muhammadiyah Surakarta**

**Consultant,**



**Susiati, S.Pd., M.Ed**

ACCEPTANCE

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By:

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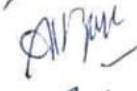

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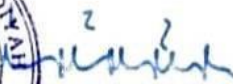
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(Chair Person)
2. Aryati Prasetyarini, M.Pd  
(Member I)
3. Fitri Kurniawan, M.Res Ed  
(Member II)

(  )  
(  )  
(  )

Dekan,





Prof. Dr. Deden Joko Pravitno, M.Hum.

NIP. 196504281993031001

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Nurrul Hidayati Puspitasari

## **TEACHING READING USING SMALL GROUP DISCUSSION WITH SHORT STORIES TO INCREASE VOCABULARY AT SMK N 5 SURAKARTA**

### **Abstrak**

Tujuan dari penelitian ini adalah untuk (1) mendeskripsikan penggunaan teknik atau strategi pembelajaran Small Group Discussion dengan cerita pendek dalam pembelajaran membaca di SMK N 5 Surakarta dan (2) mengidentifikasi tanggapan siswa terhadap penggunaan teknik atau strategi pembelajaran Small Group Discussion dengan cerita pendek yang digunakan guru dalam Pembelajaran membaca di SMK N 5 Surakarta. Penelitian ini dilakukan dengan menggunakan metode penelitian kualitatif deskriptif. Peneliti melakukan penelitian ini di SMK N 5 Surakarta. Subjek penelitian ini adalah guru Bahasa Inggris dan siswa kelas X SMK N 5 Surakarta tahun ajaran 2020/2021. Data dalam penelitian ini berupa hasil wawancara dan dokumen, seperti silabus, RPP, dan materi pembelajaran. Pengumpulan data dilakukan melalui wawancara, kuesioner, dan analisis dokumen. Berdasarkan analisis data diketahui bahwa (1) Guru Bahasa Inggris menggunakan beberapa jenis materi yang diambil dari berbagai sumber, dan salah satu materi yang digunakan dengan teknik pembelajaran Small Group Discussion adalah cerita pendek (short story). Cerita pendek dalam Small Group Discussion memiliki fungsi untuk meningkatkan penguasaan kosa kata siswa. Dalam pelaksanaan teknik pembelajaran Small Group Discussion dalam pembelajaran membaca terdapat tiga tahapan. Pertama adalah Pre Activities, guru memulai kelas dengan menyapa, berdoa, dan memeriksa daftar hadir. Kedua yaitu Whilst Activities, kegiatan yang meliputi penjelasan rinci dari empat tahapan dalam proses Small Group Discussion. Terakhir adalah Post Activities, yang mengulas kembali kepada siswa tentang hal-hal yang telah dilakukan atau diajarkan di kelas. (2) Siswa sebagian besar cenderung memberikan tanggapan positif terhadap penggunaan teknik pembelajaran Small Group Discussion dalam pembelajaran membaca. Dari hasil penelitian ini, disimpulkan bahwa strategi Small Group Discussion merupakan strategi yang efektif untuk digunakan dalam pembelajaran reading atau membaca dan mendapatkan respons positif dari siswa. Strategi Small Group Discussion dapat dikombinasikan dengan berbagai materi, seperti cerita pendek atau short story.

**Kata Kunci:** Pembelajaran Membaca, *Small Group Discussion*, Cerita Pendek

### **Abstract**

The aims of this research are to: (1) describe the use of small group discussion with short stories in teaching reading at SMK N 5 Surakarta and (2) identify the students' responses to the use of small group discussion technique with short stories used by the teacher in teaching reading at SMK N 5 Surakarta. This study conducted using a descriptive qualitative research. The researcher did this research at SMK N 5 Surakarta. The subjects were the English teacher and the tenth grade students of SMK N 5 Surakarta in 2020/2021 academic year. The data in this research were the interview transcripts and some documents, syllabus, lesson plan, and teaching materials. Those data were collected through interviews, questionnaire, and document analysis. Based on the analysis of the data, it was

found that (1) The English teacher used several types of materials taken from many sources, and the materials used with the strategy of Small Group Discussion were short stories. Short stories in the small group discussion functioned to enhance the learners' vocabulary acquisition. The implementation of Small Group Discussion in teaching reading had three steps. First was Pre-activities that the teacher began the class by greeting, praying, and checking the attendance list. Second was Whilst-activities which covered the detailed explanation of four stages in the Small Group Discussion process. The last was Post-activities which recalled the memory of the students about things already done in the classroom. (2) Most of the students tend to have positive responses toward the use of Small Group Discussion in teaching reading. In conclusion, Small Group Discussion was a good way to teach reading and obtain positive responses from the students. It could be combined with many kinds of materials such as short stories.

**Keywords:** Teaching Reading, Small Group Discussion, Short Story

## 1. INTRODUCTION

It is known that reading serves to master the language because reading can see students' abilities and provide students with higher or lower reading material according to their abilities. This affects students' written knowledge, vocabulary, writing, grammar, and speaking in terms of discussing ideas taken from the text read. This is supported by Anderson (1994) as explained by Khatib, (2012) "effective reading is an important success factor in learning another language. A big problem for most Indonesian students arises in learning to read. If their reading comprehension is inadequate, they will not be able to communicate with their surroundings, foreigners. or face global competition.

Teaching reading turns out to be a big problem for most Indonesian students. If it is inadequate in reading comprehension, it will not be able to communicate with the surrounding environment, foreigners or face global competition. Furthermore, Taylor (1995: 251) emphasizes that the reader's background knowledge plays an important role in the reading comprehension process.

Reading comprehension is "the process of extracting and forming meaning simultaneously through interaction and involvement with written language" (Snow, 2002: 11). In developing students' reading skills, many

factors are involved (Bellibaş, 2016; Cheung et al., 2017; OECD, 2016a; Snow, 2002).

According to Harmer (2007: 99) "By reading students get more knowledge. The benefits obtained by students in reading are increasing students' vocabulary knowledge, including writing and spelling. Relating to reading is very important to develop critical thinking, academic goals and academic skills (Solikhah, 2015). "Reading does not only have phrases, sentences and words written in the text; this is contained in students' thoughts in the activation of previous knowledge.

However, the implementation of learning did not change substantially, although reading at the secondary school level was prioritized. This evidence confirms that reading comprehension has not been successful, despite new methodologies being offered over time. Textual problems have a significant impact on teachers because of limited knowledge in reading English texts. The teacher's lack of confidence in understanding English in quoting messages that can be adopted in learning. As a result, the learning methods that teachers bring to class are patterned with the methods they have previously accepted. Modifications or creative changes different from the pattern are difficult to adapt.

The fact of learning to read in secondary schools has brought problems to English teachers due to the conditions of existence. Traditionally, problems arise due to ineffective classroom conditions. Scholars of Indonesian teaching, such as Baradja (1984) and Sadtono (1997), put forward several causes of the problem. These problems include: low student motivation, large classes of unprofessional teachers, limited teaching frequency and limited facilities.

Thus, the problems also experienced by the English teacher at SMK N 5 Surakarta. Based on the preliminary interview conducted by the researcher with the English teacher of the tenth grade at SMK N 5 Surakarta, the teacher stated that to achieve all competencies in English subjects students have difficulty. First, students are not used to reading English. Second, in speaking English, students are less confident. The third is that students prefer to use their

mother tongue. The four students did not know the meaning of the word. Fifth, students have not mastered English well and fluently.

Then, the teacher looks for alternative learning media that is attractive to students such as online games or games, videos, pictures, short stories, to help students in the process of learning English, and can improve students' reading comprehension. In the interview, one of the effective ways the English teacher in attracting students to the reading section is using short stories.

Moreover, in teaching reading, the English teacher of the tenth grade at SMK N 5 Surakarta also apply techniques in reading learning, such as discussions. In applying this technique, it can make students more active and make the classroom atmosphere controlled in accordance with the learning objectives. Based on collaborative discussion techniques using small group methods to support students as readers and thinkers.

According to Kenz and Greg (2000: 4) A small group is a small group of people who have a common goal in working together through interactions related to their interdependents. In solving problems, students work together to answer questions from the teacher. Small groups that will help children to: a) read expressions fluently, b) be strategic in reading, c) engage in meaningful and refreshing conversations about books, d) read engagement and enthusiasm, e) read challenging texts, Serravallo (2010: 3).

Based on the above explanation and interview with the English teacher of the tenth grade at SMK N 5 Surakarta, the researcher is curious to carry out research on the process of teaching reading using small group discussion with short story by the English teacher at SMK N 5 Surakarta. The purpose of this study is to describe the teaching reading using small group discussion with short story and to describe the respond of students on the use of small group discussion with short story in teaching reading.

## **2. METHOD**

In conducting this research, the researcher applied a mixed method research: descriptive qualitative and quantitative research. In this research, the subjects



were the English teacher and the tenth grade students of SMK N 5 Surakarta in 2020/2021 academic year. There was one English teacher who taught for the tenth grade using small group discussion and short stories participating in this research.

The data of this research came from interviews, questionnaire, and document analysis which were gathered through several techniques of data collection. In analyzing the data, the researcher applied the theory of Serravallo (2010) for the procedure of small group discussion and the theory of Khatib (2013) for teaching reading. The researcher analyzed the students' responses by using the theory of Hamalik (2011).

### **3. FINDINGS AND DISCUSSION**

#### **3.1 Findings**

##### **3.1.1 How the Teacher Used Small Group Discussion with Short Stories in Teaching Reading at SMK N 5 Surakarta**

There are three steps in implementing Small Group Discussion on reading learning. First, pre-activity the teacher starts the class by giving greetings, praying, and absences. Second, was Whilst-activities consist of four stages which include a detailed explanation of the Small Group Discussion process. The last is Post-activity which reviews the materials for students in the learning that has been done in class. In the interview, the English teacher also explained the process of teaching reading using the strategy of Small Group Discussion as follow:

T: *“Jadi, ada tiga kegiatan inti dalam pembelajaran reading dengan Small Group Discussion itu, yaitu Pre-activity, yaitu saya menyapa siswa dan berdoa serta mengecek kehadiran siswa, kemudian Whilst-activity, yaitu pada proses pembelajaran dengan Small Group Discussion, tahap-tahapnya, dan yang Terakhir adalah Post-activity, yaitu mereview materi pembelajaran yang telah dilakukan”.*

(So, there are three core activities in the learning reading using the Small Group Discussion, namely Pre-activity, I greet students and pray and

check student attendance, then Whilst activity, is the learning process with Small Group Discussions, the stages, and the last is Post-activity, which is reviewing the learning material that has been done).

In addition, for teaching reading using Small Group Discussion, the teacher integrated this learning strategy with short story. It is mostly used by the English teacher for teaching reading. It is explained in the following data of interview:

T: *“Dengan Small Group Discussion, saya lebih sering menggunakan short story, saya mengkombinasikannya dengan strategi mengajar ini. Cerita pendek cenderung padat dan langsung pada tujuannya dibandingkan karya-karya fiksi lain yang lebih panjang sehingga mudah untuk di analisa oleh siswa”*.

(In teaching using Small Group Discussion, I usually use short stories. I use it more often, I combine it with this teaching strategy. Short stories tend to be solid and to the point compared to other, longer works of fiction so that they are easy for students to analyze).

In this study, reading short stories is an activity of reading short stories conducted by students in the class at a short story performed by the students in their classroom in a small group discussion. The function of a short story was to enhance the learners' vocabulary acquisition. Based on the results of the research, by using EFL students use short story reading activities to develop their English vocabulary, when teachers teach vocabulary in contextual material they benefit from teaching. This makes students look for clues in sentences that might tell them something about the meaning of the word in question. This makes students look for clues in sentences that might tell them the meaning of the word about something in question.

### 3.1.2 The Students' Responses to the Small Group Discussion Technique with Short Stories used by the Teacher in Teaching Reading at SMK N 5 Surakarta

The second finding is the students' responses to the small group discussion technique with short stories used by the teacher in teaching reading at SMK N 5 Surakarta. The findings are described as follows:

#### 1) The Affective and Effective Aspects of using Small Group Discussion in Teaching Reading

The use of Small Group Discussion in teaching reading can be viewed from the affective aspects and effective aspects. In this context of affective aspects are aspects that make the students more enthusiastic with English Language teaching with Small Group Discussion, while effective aspects are aspects that can make the use of the strategy of Small Group Discussion better than the ordinary English lesson without the Small Group Discussion. The results of questionnaire in both aspects show that 56.7% of the students agreed and strongly agreed that they learnt in a more efficient way during English lessons with Small Group Discussion. Similarly, most of them had positive response about the affective aspects of the use of Small Group Discussion. 81.6% of the students show that they agreed and strongly agreed that Small Group Discussion was fun and entertaining. With the same sense for item no. 3, 65% of the students disagreed and strongly disagreed that they did not like lessons of reading comprehension with Small Group Discussion.

#### 2) The Relationship between Learning Reading with Small Group Discussion and the Development of other English Skills

The activities in Small Group Discussion helped the students to develop their skill in finding main idea. The results of questionnaire show that most of the students tent have positive response and agreed that Small Group Discussion could help them develop their English skills. For the speaking skill shown by 68.3% of the students, they agreed and strongly agreed that they were able to improve their pronunciation and intonation

by learning in Small Group Discussion. It was also indicated that 70% of the students agreed and strongly agreed which means that they were able to see the correct way of how people communicate in the real life and in a different situation. It had a similar result with writing and reading skill, where 60% of the students agreed and strongly agreed that watching videos could give them a motivation to do the written task. Similarly, related to listening skill, 66.7% of the students agreed and strongly agreed that learning in a Small Group Discussion could make them able to understand oral English better than ordinary learning.

### 3) The Connection between Small Group Discussion and Vocabulary Growth Small Group Discussion Can also Assist Students' Vocabulary Growth

The results of questionnaire show that most of the students tend to have positive response and said that learning in a Small Group Discussion could help them increase their vocabulary. This is shown by 76.7% of the students who agreed and strongly agreed that learning in a Small Group Discussion enabled them to learn vocabulary. It has the same result that 65% of the students agreed and strongly agreed that learning in a Small Group Discussion could increase their vocabulary and made them understand certain unfamiliar words and also gave them the correct expressions used in the real life.

## **3.2 Discussion**

### 3.2.1 How the Teacher Uses Small Group Discussion with Short Stories in Teaching Reading at SMK N 5 Surakarta

The results of this study support Serravallo's (2010) theory that teachers have 3 steps of small group discussion techniques to help teach reading in the classroom: pre-teaching, while teaching, and post-teaching. Accordance to Sanchez (2009) small groups has at least three or no more than twelve or fifteen members, there are 3-6 students in each group. The implementation of the small group discussion strategy will make the teaching and learning

process effective because students will not scream with other friends in the class while they are studying, do not disturb them, and students will concentrate and study seriously, because there are only three members. group. This will create a comfortable teaching process. Students will understand, check, predict and guess the reading text. In group reading, students can remove the usual pattern of seeing stories or articles aloud from time to time.

Based on the results of this research, it can also be seen that applying small group discussion can help the students actively participate and share the information they read thoroughly from the written text. In this method, to answer the reading test questions students are asked to solve the problem. This is in line with the theory by Arends (1997) that The application of the group discussion method to solve students' problems in reading comprehension by understanding the hidden information in the text they read and solving difficult meanings in the text, then answering questions together. Furthermore, the use of short stories in teaching reading with Small Group Discussion is to enhance learners' vocabulary acquisition. Short story is usually used by the English teacher as a source of reading material. Panthan and Al-dersi (2013) and Pigada and Schmitt (2006) stated that the benefits of reading comprehension skills are easy, fun and interesting. The important role that short stories have advantage to increase the vocabulary of EFL students. It is proven that the more students who read, the more vocabulary they will know (Blachowicz & Fisher, 2004). Through short stories To increase the vocabulary of EFL students, the teacher can gain in teaching vocabulary in contextual material. This allows students to find clues in sentences, possibly providing information about the meaning of the word. In this research, short story is suitable to be used with Small Group Discussion technique in teaching reading. In this research, short story is suitable to be used with Small Group Discussion technique in teaching reading.

### 3.2.2 The Students' Responses to the Small Group Discussion Technique with Short Stories Used by the Teacher in Teaching Reading at SMK N 5 Surakarta

The researcher distributed questionnaire to the students of the tenth grade at SMK N 5 Surakarta consisting of several items. The questionnaire was used to find out the students' responses toward the use of small group discussion technique with short stories used by the teacher in teaching reading. Reactions in learning are important because they relate to learning outcomes or learning goals that students want to achieve. As stated in Febrianti et al. (2015), there is a relationship between student responses and the assignment given. Students' response can be increased by teaching and learning process inside or outside the classroom (Majid, 2013). This study revealed that this small group discussion gave students the opportunity to speak in front of others and then received feedback from teachers and friends. Sharmila SR etc. (2010) stated that small groups make it easier for students to learn effectively because students can communicate with each other and they can learn with the teacher.

Based on the results of students' responses in the affective and effective aspect, most of the students tend to have positive response and said that using Small Group Discussion as the strategy of teaching and learning English of reading comprehension was effective. The students showed that they agree and strongly agree that Small Group Discussion was fun and entertaining. This is in line with Arends (1997: 201) states: "Discussion can develop students' ideas to get public opportunities to discuss and motivate them to discuss outside the classroom." Wu (2008) shows his support for this. He explained that group discussions can stimulate students to participate in the active knowledge construction process. In addition, in group discussions, students are aware of whether they are learning from each other. Jones (2007: 14) adds: "If students are successful in sharing ideas and experiences when working with each other, then the students' self-confidence will gradually increase."

The activities in Small Group Discussion can help students get main ideas in expanding their skills. Orstein & Lasley (2000: 311) show that in this small group teachers get the opportunity to introduce new skills that are suitable for certain groups. In implementation Small Group Discussion, the teacher gave the students a guidance about how to use reading strategy in finding a main idea. In this case, the results of the students' response show that most of the students tend to have positive response and agreed that Small Group Discussion could help them develop their English skills.

Small Group Discussion can also assist students' vocabulary growth. Klingner & Vaughn (2000) in Wu (2008) emphasized that ESL students who engage in collaborative dialogue while reading content can help each other get main ideas and answers questions about what they read. Based on the results of students' responses, most of the students had positive response and said that learning in Small Group Discussion was able to help them increase their vocabulary. The students agreed and strongly agreed that learning in Small Group Discussion could increase their vocabulary and make them understand certain unfamiliar words, also gave them the correct expressions used in the real life. Ur (1998: 3) states that "a discussion that works is primarily one in which as many students as possible say as much as possible." A further characteristic of a successful discussion is the apparent motivation of the participants: their attention to the speaker(s), their expression- that they are reacting to the humor, seriousness, or difficulty of the ideas being expressed.

#### **4. CLOSING**

Based on the findings of the research, it can be drawn some conclusions as follow: The first finding describes the use of small group discussion with short stories by the teacher in teaching reading at SMK N 5 Surakarta. The results on this finding show that the implementation of Small Group Discussion in teaching reading had 3 steps. First, was Pre-activities that the teacher began the class by greeting, praying, and checking the attendance list. Second was While

teaching which covered the detailed explanation of four stages in the Small Group Discussion process. The last was Post teaching which recalled the memory of the students about things already done in the classroom. Second finding describes the responses of students to the use of small group discussion technique with short stories used by the teacher. It shows that most of the students tend to have positive responses toward the use of Small Group Discussion in teaching reading although some students had neutral and negative answers. Three categories were used to classify the data; they were the affective and effective aspects of using Small Group Discussion in teaching and learning reading, the relationship between Small Group Discussion and development other English skill, and the connection between Small Group Discussion and vocabulary growth. Under these categories, it was found that most of the students provided evidence of positive responses. The results of this research could give alternative strategy to the teacher to teach reading comprehension by using Small Group Discussion in the classrooms and integrate it with many kinds of material or media due to the positive responses of the students. One of the materials that can be combined with Small Group Discussion in teaching reading is short story. By using short story, students were able to increase their vocabulary. Future researchers are encouraged to conduct the similar research by investigating advantages and disadvantages in teaching reading.

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