

Enhancing EFL Students' Reading Comprehension by Applying Small Group Discussion at Higher Vocational Education

¹Putu Ngurah Rusmawan, ¹Nurhalimah, ¹Muhamad Ari Perdana, ²Tri Setianingsih

¹Tourism Department, Politeknik Negeri Banyuwangi, Jalan Raya Jember No.KM.13 Banyuwangi, Jawa Timur, Postal Code: 68461, Indonesia

²English Language Education, Faculty of Culture, Management, & Business, Universitas Pendidikan Mandalika, Indonesia

*Corresponding Author e-mail: trisetianingsih@undikma.ac.id

Received: February 2024; Revised: February 2024; Published: March 2024

Abstract

At the polytechnic level of vocational education, students learn English as one of the fundamental skills. Improving one's communication abilities is crucial for students seeking higher professional positions in the tourism industry in this age of globalization. This study aims to apply a small group discussion strategy to enhance procedural text reading comprehension. Classroom action research (CAR) was the method used to conduct this study. The four stages were preparation, execution, monitoring, and evaluation. The first cycle's results showed that the students struggled to understand the process material. Among the students, just 53% were able to achieve a score higher than the minimum requirement of 76. Though cycle 2 was successful, there were still issues, such as students who weren't really engaged in their own study. The results of the observation, the questionnaire, and the students' reading scores all verified this. Around 81% of the students were able to meet those success criteria. Students' reading comprehension in the first semester of higher vocational education at the polytechnic was improved through the use of a small group discussion technique.

Keywords: reading comprehension; small group discussion

How to Cite: Rusmawan, P.N., Perdana, M.A., & Setianingsih, T. (2024). Enhancing EFL Students' Reading Comprehension by Applying Small Group Discussion at Higher Vocational Education. *Journal of Language and Literature Studies*, 4(1), 232-243. doi: <https://doi.org/10.36312/jolls.v4i1.1817>



<https://doi.org/10.36312/jolls.v4i1.1817>

Copyright © 2024, Rusmawan et al

This is an open-access article under the [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) License.



INTRODUCTION

English is a key skill taught in vocational higher education at polytechnic institutions. Students are required to improve communication skills in order to secure better and more professional work opportunities. They move in the significance of globalization and the Fourth Industrial Revolution era. The Ministry of Research and Technology (2020) views English as a vital subject in higher vocational education, both as a core and skill-based course. The output based education curriculum mandates that English be the primary foreign language taught in schools.

Reading comprehension is a crucial skill for English vocational learners. Proficiency in such skill is essential for vocational students. Vocational students can acquire sufficient information from the text. Reading plays a crucial part in understanding language. The students gained extensive vocabulary knowledge, spelling, and writing skills by mastering the reading skill (Harmer, 2007). Students can comprehend and understand the context presented in the text during reading comprehension. Students are required to acquire a substantial amount of information from the book. Thus, students must comprehend and retain the primary concept of the passage. They must also connect

the text to their knowledge base. Comprehending the significance of a written document and interpreting the content correctly can be challenging. Teaching reading comprehension is not as easy as we think. English teachers can encounter many problems in learning reading comprehension. According to the basic course syllabus and outline, the texts that tourism students should know include procedural texts, explanatory texts and descriptive texts. The procedure body is the text that identifies the sequence. They are always steps to operate or manipulate tools (Anderson, 2003). To enable students to understand how to use and manipulate tools, instructors must have many techniques and creative means to teach procedural reading of texts.

The study intends to enhance students' comprehension of procedural text by utilizing small group discussion techniques. Based on a preliminary study of first-semester students at the state polytechnic in Banyuwangi, it was observed that students' reading performance, particularly in procedural texts, decreased due to boredom with English lessons, leading to a loss of motivation to learn English. The lecturer provided an explanation and instructed the students to complete the assignment. The second observation revealed that students did not engage in brainstorming before the reading activity throughout the teaching and learning process. The students disregarded the lecturer's directions. The students failed to attend the lecturer's guidance. The lecturer plays a more dominant role than the students in the teaching-learning process. Students rarely posed questions. The researcher discovered that the average score was 55, indicating that most first-semester students did not meet the minimal score of approximately 76.

The ministry research and technology states (2020) group discussion refers to students working together in small groups to help each other's academic learning, discuss and argue with each other, evaluate each other's current level of knowledge, and fill gaps in mutual understanding. Based on the Law of the Republic of Indonesia Number 20 of 2003, Minister of Research, Technology and Higher Education Regulation Number 12 concerning Higher Education Number 44 of 2015 concerning National Higher Education Standards, it is stated that: "Learning is interaction between educators". It has been standardized that the learning process must be student-centered learning (SCL). There are some popular techniques that can be used with all students to learn foreign language. That regulation recommend effective *Small Group Discussion teaching technique to be implemented in classroom*

Is the small group discussion technique facilitates interaction between lecturers and students, as well as among students themselves to enhance students' reading comprehension skills?. The conversation style enables teachers to measure students' comprehension of recently learned concepts by examining whether they have misinterpreted or are unfamiliar with them. The students' responses to the concept might be seen as a measure of their readiness to accept new ideas (Bennet et al, 2010). Effective discussion approaches are more successful when students had prior experience or fundamental knowledge of the topics under consideration (Alawad et al, 2020). This research aims to increase students' enthusiasm and comprehension of procedural text reading and to investigate the impact of group discussions on enhancing students' reading comprehension of procedural texts at Banyuwangi Higher Vocational School of Polytechnic.

RESEARCH METHOD

The study design for this study was a classroom action research (CAR). The researcher used this method to elaborate more the process of teaching and learning, especially in reading comprehension through small discussion group. Gwynn (2003) stated that classroom action research was a way to find out what works best in the lecturer

classroom so that the lecturer could improve student learning." This type of action research in the classroom enables educators to make informed teaching decisions by discovering what works best in their own classroom setting. In addition, Kember (2022) argued that action research is a circular or spiral process involving steps of planning, action, observation and reflection. Furthermore, Cohen (2000:) states that action research creates a self-critical community that engages and collaborates at all stages of the research essay. Firstly, the researcher needs to observe of the subject to obtain the data, then interview the English lecturer to face the problems, collect the data through questionnaire and interview, the last do the teaching learning process in the classroom.

Research Participants

The classroom action research outlined in this study was carried out at the State Polytechnic of Banyuwangi campus, situated on Jl. Raya Jember Kabupaten Banyuwangi. This research setting was selected due to its relevance to the study's objectives and the availability of suitable participants. The subject of the investigation was the eighth-grade class F, comprising a total of 25 students. These students were enrolled in the English as a Foreign Language (EFL) program within the Tourism study program. The participants in this study were EFL learners, all of whom were approximately 22 to 23 years old. They were selected based on their enrollment in the Tourism study program and their status as eighth-grade students. Additionally, the participants were chosen due to their homogeneous English reading skills, ensuring consistency across the sample group. This uniformity in English proficiency facilitated a focused examination of the impact of the intervention on reading skills, allowing for meaningful comparisons and analysis. By conducting the research within this specific context and with these particular participants, the study aimed to provide insights into the effectiveness of the intervention on enhancing reading skills among EFL learners in the Tourism study program. The selection of a homogeneous group of participants ensured that any observed changes in reading proficiency could be attributed to the intervention rather than variations in participants' English language abilities. Overall, the research design and participant selection process were carefully tailored to support the study's objectives and facilitate rigorous analysis of the intervention's impact on reading skills development.

Research Instruments

To get the data of the research, the researcher used some instruments. They were observation, interview, questionnaire, documentation, and test. Observation checklist was used to obtain the data which described the implementation of the small group discussion technique to teach reading comprehension in procedure text. The researcher observed student's collaboration team, student's interaction with the team, student's contribution, and the student's seriousness. The observer was the English lecturer as the collaborator. The observation was taken four times, in cycle one on October 10th 2023 and cycle 2 on October 11th 2023.

The interview was the dialogue between the researcher and the English lecturer to get deeper information. Interview was used to collect data about students' activity whether they were involved in English class. Interview was conducted on October 11th 2023. Questionnaire was administered after conducting the cycles in order to know the students' response, their thought after using small group discussion technique in teaching learning process. Questionnaire was conducted on October 10th 2023 and on October 11th 2023, it held in the end of cycle. In this research, documentation was also important instrument to collect the data. The researcher collected the data from the lecturer and the student such as; the students' score, the students' attendance list, the photos when the process of

teaching learning in the classroom and also the lesson plan. The documentation was conducted in cycle one, on October 10th 2023, October 11th 2023, in cycle two it held in every meeting of each cycle. The researcher used the reading comprehension test to measure the students' reading skill. The test was answering the question based on the procedure text. The researcher gave the students an opportunity to discuss with their group then answered the question according to the procedure text. Each cycle had different procedure text. The test was taken in second meeting in cycle one on October 10th 2023 and in cycle two the test was taken on October 11th 2023. It was used in every end of each cycle.

The test was run at the end of the cycle. The type of test was question answering. The questions included in the test were used to measure students' understanding of procedural texts such as: To understand the main idea of the paragraph and to reflect the content of the paragraph in the procedural text, the student must answer all the questions and get a score. Each test had 10 questions. Initially, success was considered successful when her 80% of class F students achieved a reading score of at least 76. Second, if 80% of the students successfully participate in the group discussion, it is considered successful.

RESULTS AND DISCUSSION

Research Findings

In this study, researchers performed two cycles. The researchers prepared two tests at the end of each cycle and used small group discussion to measure the students' understanding of reading the procedure text.

Cycle 1

The cycle was carried out from October 10th 2023 and October 11th 2023. The first meeting was on the application of teaching methods in reading comprehension. The second was to look at the documentation and do some testing related to the students' reading comprehension. This phase began with planning, implementation, observation and consideration. Researchers taught procedural texts titled 'general cleaning' and 'lost and found' for each cycle 1 meeting.

Planning

The plan consisted of teaching learning items, such as the material, the teaching strategy and the lesson plan, as follow: The material was about procedure text entitled "General cleaning" and "Lost and found" for each meeting. The small group discussion technique is used to enhance reading comprehension skill in procedure text by grouping the students into five groups that consisted of 5 members. The lesson plan was prepared by the researcher for presenting the material. It consisted of the course, class, semester, and time allotment. The objective of the lesson was the students were expected to be able to demonstrate written and implied information in procedure text and students were able to answer the question according to the procedure text.

Implementing

Based on the research plan, the class was conducted in his two sessions. The first meeting was used to teach reading by implementing a small group discussion technique in which the second meeting was divided in two seasons. They were material review and testing. The first meeting was held on his October 10th , 2023. Based on the timing of the lesson plan, this meeting took place in 80 minutes. The teaching and learning process focused on using small group discussion techniques to improve students' reading comprehension. The learning structure consists of opening, main activity, and closing.

The opening activity was completed in 10 minutes. The researcher informed about the goals of the lesson. The final step was to inform the students about the materials to discuss and the techniques to use. Thus, the main activity was completed in 60 minutes. Researchers asked students about general cleaning procedures. In this section, researchers performed several procedures. First, she grouped the students according to students' seat position. There were 5 students in each group. The researchers then shared the procedure text with the group. Researchers asked students to discuss the procedural text and learn how it works. Vocabulary problems arose during class, as students were unable to understand the meaning of the text and lacked vocabulary. After the discussion was over, the researchers asked the students some questions. When students discussed with their friend, researchers found that most students did not discuss well with their groups. Some students worked on the task individually, others remained silent in their answers. After the students completed the task, the researchers directed the students to answer it. Some students were still confused about what to do. Researchers provided feedback to students by giving them correct answers. Finally, the closing activity she completed in 10 minutes. In this activity, researchers discussed the material and asked about difficulties encountered during the teaching and learning process.

The second meeting was held on October 11th, 2023. The time limit was 80 minutes. At this meeting, students were expected to demonstrate the information written and implied in the procedural text through small group discussion techniques. Students were able to follow the procedural text and answer questions through small group discussion techniques. The opening activity was completed in 10 minutes. At that meeting, the researchers took several steps before giving the students a test. First, the researcher greeted the students. Next, researchers checked student attendance list. After that, she gave the students' time to ask questions related to the lesson and the material taught as a review.

The main activity was completed in 45 minutes. The researchers explained the rules to the students before giving the test, which was completed in 10 minutes. After the students formed groups, the researcher gave the students instructions. After the students discussed the contents of the procedure text, the researcher asked them five questions. The researchers discussed students' answers together with other students in other groups. The researchers also shared their answers. After a group discussion, the researchers asked the students to take individual tests. The closing activity was done in 5 minutes. In the Post activity, the researcher completed the lesson. The researchers empowered students with positive suggestions to help them better understand the procedure text. In this section, researchers gave students a questionnaire and asked them to complete it.

Observation

In meeting 1, the researcher found that 43% of students were active in class. This meant that students were less involved in the teaching and learning process. It was caused by the student not paying attention to the researcher's instructions and disturbing other students. Meeting 2 found that 63% of students were actively involved in the teaching and learning process. This means that student participation in classes were good but still low. This was due to students not yet understanding the strategy and lacking vocabulary. The cycle was not successful as student participation had not yet met the success criteria.

Reflection

The researchers used the test as one of tools for assessing students' reading comprehension. This cycle was tested on October 11, 2023. It was an individual test given to students in essay form. The researcher asked students 10 questions to measure their reading comprehension in a procedural text titled "Lost and Found." The score of the

students in which the highest score is 91, the lowest score is 52, and the mean of the students' score is 72.4.

The test above showed that 53% of students had scored more 76 as the minimum score. Therefore, we can say that this cycle had failed. An observational checklist showed that 55% of students actively participated. This means that the student did not meet the acceptance criteria. As a result of the questionnaire, it was found that 81% of students gave positive answers. This means that the student was able to meet the success criteria. Finally, based on student scores, he was found to be the only 53% of students who achieved a minimum score of 76 or better than hers. This means that the student did not meet the acceptance criteria. In this cycle, 1 did not pass because only the results of the questionnaire could meet the passing criteria. Researchers should perform Cycle 2.

Cycle 2

During Cycle 2 of the classroom action research, it was observed that certain students continued to encounter difficulties in comprehending the procedure text. Despite efforts to engage them, these students remained unmotivated during English classes, particularly when dealing with procedure texts. Reflecting on the shortcomings of Cycle 1, which did not yield the desired outcomes, the researchers opted to initiate Cycle 2 in a bid to address the identified issues effectively. In response to the challenges encountered in Cycle 1, adjustments were made to the research methodology and instructional approach during Cycle 2. A key modification involved a revision of the lesson plan to better accommodate the learning needs of the students. Recognizing the importance of peer support and mentorship, the researchers implemented a group-based learning approach in Cycle 2. These groups were led by experienced students who could provide guidance and assistance to their peers. Furthermore, to incentivize and motivate students to actively participate in the English classes, particularly when grappling with procedure texts, a rewards system was introduced. Students who demonstrated exceptional effort and engagement in the learning process were rewarded, thereby fostering a positive learning environment and encouraging active participation. By implementing these adjustments and enhancements during Cycle 2, the researchers aimed to overcome the challenges encountered in Cycle 1 and facilitate a more effective and engaging learning experience for the students. Through iterative reflection and refinement of the instructional strategies, the researchers sought to optimize the learning outcomes and address the students' motivational and comprehension difficulties more effectively.

Planning

The plan also consisted of educational learning content such as teaching materials, teaching strategies, and lesson plans. All teaching and learning steps are the same as in the previous cycle and are: The document material addressed procedural notes entitled "Complaint Handling" and "Evacuation" for each meeting. The small group discussion technique was used in improving the students' reading comprehension skill in procedure text. Lesson plan was created by the researcher for the presentation of the material. It consisted of Courses, Classes, Semesters and Time Allocation. The goal of this lesson was to help students discover written and implied information in procedure text by applying small group discussion techniques and Students were able to follow the instructions and answer questions.

Implementing

Researchers acted as observers and designers of lesson plans. English higher vocational lecturer were executed the lesson plan. The phase took place on October 17, 2023 and October 18, 2023.

Meeting 1

In cycle two was held on october 17th. Based on the lesson plan time schedule, the meeting lasted 80 minutes. The teaching and learning process focused on using small group discussion techniques to improve reading comprehension skill.

This activity was completed in his 10 minutes. In this section, the researcher greeted the students. She then checked the student's attendance list. Third, researchers informed about lesson goals, the topics to discuss, and the teaching techniques.

This activity completed in 60 minutes. The researcher began brainstorming activity with the students about handling complaints topic. In this section, researchers performed several procedures. First she asked the students to form 5 groups. The group consisted of 5 students. To facilitate the group, researchers asked the leader to lead the group. The researchers hoped that leadership could motivate passive students to be actively participated in group discussions. The researchers also gave clear instructions so the students knew what they had to do. Researchers asked students to discuss procedural of handling and overcoming complain to learn how the process works.

The students discussed the procedural text in groups. The researchers noticed that passive students became more active. The students can contribute each other to their group. The researchers also asked a few questions to increase the students' responses so that they could understand the text. Researchers pointed to number two the food and beverage group. The number shown should answer the question. The other group then shares the answer. Researchers also gave reinforcements to the best group who answered the questions correctly. This activity was completed in 10 minutes. In this activity, researchers discussed the material and asked about difficulties encountered during the teaching and learning process.

Meeting 2

The second meeting held on 18 October 2023. The time limit was 80 minutes. This meeting started from 10:00 am to 11:20 am.

The opening activity was completed in 10 minutes. At that meeting, the researchers took several steps before testing the students. First, the researcher greeted the students. Next, researchers checked student attendance list. After that, she gave her students time to ask questions related to the lesson and the material taught as a review. The main activity was completed in 55 minutes. After the students formed groups, the researcher gave the students instructions. The students discussed about evacuation procedure topic, the researcher asked the students five questions. The researchers and the students discuss together the answers. The researcher pointed also shared their answers. After the group discussion, the researchers asked the students to take an individual test. In her final 10 minutes, the researcher provided feedback by asking questions related to the topic of the text. This section was completed in 5 minutes. In the closing activity, the researchers concluded the class lesson. Researchers gave students reinforcement by offering

suggestions to help them understand the procedural text. The researcher also gave questionnaire to the students and asked them to fill it.

Observation

From the data shown, the researcher found that the amount of student activity increased during the coursework. In meeting 1, approximately 81% of the students were active in class. On the other hand, 19% of students were passive in the teaching and learning process. In Meeting 2, approximately 89% of students were actively engaged in the teaching and learning process. On the other hand, 11% of students were passive while teaching the learning process.

Reflection

This cycle was done on October 18th, 2023. It was an individual test given to students in essay form. The below was the students' score: The highest score is 100, the lowest score is 71, and the mean of the students' score is 86. From the data, 81% of students scored 76 or higher. This means the cycle was successful. Students feel more comfortable with small group discussion as a teaching and learning technique. They were helped by a leader who helped them share their ideas in the group discussion. Since this cycle was successful, the searcher could stop the action.

Discussion

In this section, the results of this study have been discussed on the basis of relevant theories being studied in the use of small group discussion techniques to improve students' reading skills in vocational education and training of polytechnic. In this section, discussions were elaborated. Failures, problems, and faults occurred in cycle 1 and cycle 2. The student's success in understanding the text of the process is a failure. Only 53% of students were able to score above the minimum 76. It falls below the pass criteria. Student participation and motivation were also low, the results were still below the criteria. It still met some difficulties of applying the correct steps of the small group discussion technique in reading comprehension. According to Kasiha et al. (2015) using small group discussion techniques can help students interact more and can share ideas in groups. However, this did not happen in this cycle. Some students made trouble, such as some students who are not serious and passive in the process of teaching and learning.

In the practical application of the instructional approach, students are organized into small groups based on their chosen reading topics. Typically comprising 2-3 members, these groups are tasked with collaborating on various activities related to the assigned reading material. Each group member is assigned specific responsibilities, which may include tasks such as deciphering the meanings of challenging words or phrases encountered in the text. Within their respective groups, students work collectively to fulfill their assigned tasks and contribute to the overall understanding of the reading material (Syafitri, 2023; Habibi et al., 2022). By dividing the workload and leveraging each member's strengths, the group aims to comprehensively address the various components of the reading assignment. This collaborative approach not only fosters teamwork and peer support but also encourages active engagement with the text. Following the completion of their individual tasks, group members reconvene to discuss and synthesize their findings. This culminating discussion allows students to share insights, clarify any points of confusion, and collectively discern the main themes or key takeaways from the text (Anabel & Simanjuntak, 2022; Llinares, 2021). Through this collaborative process of analysis and discussion, students deepen their understanding of the reading material while also honing their critical thinking and communication skills. Overall, the practice of

organizing students into small groups for collaborative reading activities provides an effective platform for promoting active learning, peer interaction, and deeper comprehension of the text. By engaging in shared tasks and discussions, students cultivate a sense of ownership over their learning while benefiting from the collective insights and perspectives of their peers.

Small group discussions in reading texts involve organizing students into small groups to collectively engage with and analyze a specific reading material (Llinares, 2021). This instructional approach aims to promote active learning, collaborative problem-solving, and deeper comprehension of the text. In small group discussions, students are typically assigned or choose a reading passage or text relevant to the curriculum or learning objectives (Syafitri, 2023; Mohanaruban et al., 2018). They then gather in groups of around 2-4 members, depending on the size of the class and the specific instructional goals. Each group is given a set of tasks or questions related to the reading material, which may include identifying main ideas, analyzing key themes, summarizing content, making predictions, or evaluating the author's argument. Once in their groups, students collaborate to complete the assigned tasks or answer the provided questions.

In implementing small group, the collaborative process can be done. It encourages peer interaction, critical thinking, and the sharing of ideas and perspectives. Students may engage in active dialogue, ask clarifying questions, and exchange insights based on their individual interpretations of the text (Firman et al., 2021; Nurdiana et al., 2023). Additionally, students may employ various strategies such as annotating the text, highlighting key passages, or making connections to prior knowledge to support their discussions (Syafryadin et al., 2023). After a designated period of time, groups reconvene to share their findings and insights with the rest of the class. This allows for a collective discussion in which students compare and contrast their interpretations, explore differing viewpoints, and deepen their understanding of the reading material. The facilitator of the discussion may guide the conversation, pose additional questions, or provide feedback to encourage critical thinking and further exploration of the text (Llinares, 2021; Dolba et al., 2022). Overall, small group discussions in reading texts provide an effective means of fostering active engagement, collaboration, and comprehension among students. By working together in small groups, students are able to leverage their collective knowledge and skills to construct meaning from the text and develop a deeper understanding of its content and significance.

The researcher implemented a structured approach to group organization by appointing a leader for each small group. This leadership role empowered students to confidently share their ideas and actively contribute to group discussions. As highlighted by Rahmat (2017), the utilization of small group discussion techniques is recognized as an effective pedagogical strategy for enhancing student achievement, as it fosters an environment where students feel comfortable expressing their opinions and engaging in collaborative learning. During Cycle 1 of the study, any challenges encountered were effectively addressed by leveraging the leadership role within each group. Group leaders played a pivotal role in assisting their peers and resolving any difficulties that arose during the small group discussions. This proactive intervention contributed to the successful resolution of issues and laid the groundwork for subsequent cycles of the research. In Cycle 2, the efficacy of the small group discussion approach was validated through various assessment measures, including observations, questionnaire responses, and student reading scores. The results indicated a notable improvement in student performance, with approximately 81% of students meeting the predefined passing criteria. These findings provide compelling evidence of the effectiveness of small group discussions in enhancing students' reading comprehension skills within the context of higher vocational education.

at Polytechnic. In conclusion, the successful outcomes observed in Cycle 2 underscore the value of employing small group discussion techniques as a means of improving students' reading comprehension skills in higher vocational education settings. By fostering collaborative learning environments and empowering students to actively participate in group discussions, educators can effectively enhance student engagement, comprehension, and overall academic achievement.

CONCLUSION

The research findings indicate that applying small group discussion strategy can enhance students' reading comprehension in procedural material. The researchers determined that students' reading comprehension skill in procedural texts improved in polytechnic vocational education. This has been demonstrated by the enhancement observed in Cycle 1 and Cycle 2. Utilizing small group discussion technique is a teaching strategy that enhances student interaction and facilitates the sharing of viewpoints within a group setting. Every student is required to develop their own response. It can serve as a motivation for students to acquire knowledge of the English language. Small group conversations offer numerous advantages in the educational process. This can foster a beneficial dependency among students. The students engaged in mutual learning. They can collaborate to ensure a singular product for their learning. They can confirm that everyone comprehends and can respond to the inquiry. Students are obligated to discuss ideas with one other. This technique may have drawbacks when applied to a group with a uniform composition, as it may not be equitable for students who are less academically proficient.

RECOMMENDATION

For future research endeavors aimed at investigating the efficacy of small group discussions in enhancing reading comprehension skills among EFL learners in the tourism department, several key areas warrant exploration. Firstly, researchers should prioritize delving into the Long-Term Effects of small group discussions through the implementation of longitudinal studies. By tracking students' progress over an extended period, these studies can shed light on the sustained impact of small group discussions on reading comprehension skills and their enduring influence on academic performance. Furthermore, it is imperative for future investigations to delve into the effectiveness of small group discussions across a diverse range of reading materials pertinent to the tourism field. Texts such as travel guides, cultural narratives, hospitality management articles, and tourism marketing materials offer varied content and structures, thus necessitating tailored strategies for comprehension. Exploring the efficacy of small group discussions with different text types can facilitate the identification of specific instructional approaches that are most effective for distinct genres. Additionally, researchers should endeavor to examine how variations in group dynamics, including size, composition, and leadership structure, influence the effectiveness of small group discussions. By comparing outcomes across different group configurations, researchers can gain valuable insights into optimal group dynamics that foster enhanced reading comprehension skills. Understanding the interplay between group dynamics and learning outcomes can inform the design of more effective small group discussion interventions tailored to the unique needs of EFL learners in the tourism department. In summary, future research endeavors in this domain should adopt a multifaceted approach, encompassing longitudinal studies to assess long-term effects, investigations into the efficacy across diverse text types, and examinations of group dynamics' impact on effectiveness. By addressing these key areas, researchers can advance our understanding of how small group discussions can be leveraged to enhance reading

comprehension skills among EFL learners in the tourism department, ultimately informing the development of evidence-based instructional practices in language education.

ACKNOWLEDGMENT

Thanks for Pusat Penelitian dan Pengabdian (P3M) of Banyuwangi State Polytechnique for supporting us material and non material. Also students of the eight grade F Class at Banyuwangi State Polytechnique for becoming our research subject.

REFERENCES

- AlJawad, A. S. H., & Abosnan, S. H. (2020). The impact of using small group discussion technique on enhancing students' performance in speaking skill: A case study of Benghazi University. *International Journal of Linguistics, Literature and Translation*, 3(7), 189-198.
- Anabel, T. W. V., & Simanjuntak, D. C. (2022). Obtaining Preferences from a Hybrid Learning System to Promote English-Speaking Ability Through Focus Group Discussion. *Journal of Languages and Language Teaching*, 10(2), 118. <https://doi.org/10.33394/jollt.v10i2.4994>
- Anderson, M & Anderson, K.2003. *Text types in English 3*.South Yarra:Macmilan Education.Australia
- Bennett, J., Hogarth, S., Lubben, F., Campbell, B., & Robinson, A. (2010). Talking science: The research evidence on the use of small group discussions in science teaching. *International Journal of Science Education*, 32(1), 69-95.
- Cohen et al. 2000. *Research Method in Education*. London : Library of Congress Cataloguing in Publication Data
- Direktorat Jenderal Pendidikan Tinggi Kemdikbud RI. 2020. Buku Panduan Panduan Merdeka Belajar - Kampus Merdeka. Jakarta
- Gebhard, J. G.2002.*Teaching English as a Foreign or Second Language*. Michigan: The University of Michigan Press.
- Dolba, S., Gula, L., & Nunez, J. (2022). Reading Teachers: Reading Strategies Employed in Teaching Reading in Grade School. *Journal of Language and Literature Studies*, 2(2), 62–74. <https://doi.org/10.36312/jolls.v2i2.874>
- Firman, E., Haerazi, H., & Dehghani, S. (2021). Students' Abilities and Difficulties in Comprehending English Reading Texts at Secondary Schools; An Effect of Phonemic Awareness. *Journal of Language and Literature Studies*, 1(2), 57–65. <https://doi.org/10.36312/jolls.v1i2.613>
- Gwynn Mettetal, 2012. *Improving Teaching through Classroom Action Research*. (Online), <http://cte.udel.edu/sites/cte.udel.edu/files/u7/v14n7.htm>. accessed on May 20th, 2014.
- Habibi, A., Jupri, & Dehghani, S. (2022). Developing the Prototype of Text-Based Learning Materials for the Teaching of Reading Skills at the Middle Schools. *Journal of Language and Literature Studies*, 2(2), 75–87. <https://doi.org/10.36312/jolls.v2i2.760>
- Harmer, J.2001.*The Practice of English Language Teaching 3rd*.Edinburgh Gate:Pearson Education
- Harmer, J.2007b. *How to Teach English*.Cambridge. Pearson Longman.

- Kasiha, G., Hampp, P., & Kumayas, T. (2022). The Use Of Small Group Discussion Technique To Improve Students' reading Comprehension. *JoTELL: Journal of Teaching English, Linguistics, and Literature*, 1(6), 687-696.
- Kementrian Pendidikan dan Kebudayaan. 2020. Standar Nasional Pendidikan Tinggi. Permendikbud Nomor 3 Tahun 2020. Jakarta.
- Llinares, A. (2021). Discussion: Multiple approaches in CLIL: cognitive, affective and linguistic insights. *International Journal of Bilingual Education and Bilingualism*, 1–6. <https://doi.org/10.1080/13670050.2021.1918055>
- Mohanaruban, A., Flanders, L., & Rees, H. (2018). Case-based discussion: Perceptions of feedback. *The Clinical Teacher*, 15(2), 126–131. <https://doi.org/10.1111/tct.12654>
- Nurdiana, S., Sudirman, S., Laaribi, M., & Chuyen, N. T. H. (2023). Applying Wattpad Platform as an Instruction Medium to Improve Reading Skills Viewed from Reading Strategies. *Journal of Language and Literature Studies*, 3(1), 80–91. <https://doi.org/10.36312/jolls.v3i1.999>
- Putri, Y., Suparman, U., & Suka, R. G. (2014). The Use Of Small Group Discussion Technique To Increase Students' reading Comprehension. *U-JET*, 3(1).
- Rahmat, A. (2017). Small Group Discussion strategy towards students' reading comprehension of SMA Negeri 11 Bulukumba. *Metathesis: Journal of English Language, Literature, and Teaching*, 1(2).
- Riset dan Teknologi Direktorat Pendidikan Tinggi. 2020. Panduan Penyusunan Kurikulum Pendidikan Tinggi di Era 4.0. Jakarta
- Silalahi, D. E. (2017). The Effect Of Small Group Discussion Technique On Students Reading Comprehension Ability.
- Suprijono, Agus. 2009. *Cooperative Learning*. Pustaka Pelajar: Yogyakarta.
- Syafitri, W. (2023). Learning Experiences in Small Group Discussion in the Third Semester of English Education Students. *Journal of Languages and Language Teaching*, 11(1), 27. <https://doi.org/10.33394/jollt.v11i1.6339>
- Syafryadin, S., Shah, S. Bt. S. A., & Astrid, A. (2023). Higher Order Thinking Skill (HOTS): EFL Students' Levels and Challenges in Writing Discussion Sections of Theses. *Journal of Languages and Language Teaching*, 11(4), 868. <https://doi.org/10.33394/jollt.v11i4.8699>
- Trianto. (2010). *Mendesain Pembelajaran Inovatif- Progresif*. Jakarta: Kencana.