

STUDENTS' PERCEPTION OF USING SMALL GROUP DISCUSSION IN INTERPRETIVE READING CLASS AT DEPARTMENT OF ENGLISH EDUCATION



BY

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DISCUSSION IN INTERPRETIVE READING CLASS AT
DEPARTMENT OF ENGLISH EDUCATION**



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BY

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Thesis

Submitted as Partial Fulfillment of Requirements
for Bachelor Degree of English Education
(S. Pd)

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
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Certify that this thesis entitled “**STUDENTS’ PERCEPTION OF USING SMALL GROUP DISCUSSION ON INTERPRETIVE READING CLASS AT DEPARTMENT OF ENGLISH EDUCATION**” is certainly my own work and it does not consist of other people work. I am entirely responsible for the content of this thesis. Other opinion findings included in this thesis are quoted in accordance with ethical standards.

Pekanbaru, July 30th. 2025



M. Ali Arieful Fikri

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The thesis entitled *Students' Perception of Using Small Group Discussion on Reading Comprehension at Department of English Education* is written by M. Ali Arieful Fikri, SIN. 11810412521. It has been accepted and approved to be examined in the meeting of the Final Examination Committee of undergraduate degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

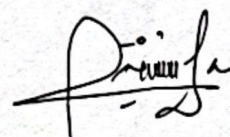
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ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, the most Gracious and the most Merciful, praise belongs to Allah the Almighty, the Lord of Universe. Through His guidance and blessing, the researcher has accomplished the final research paper entitled “The Analysis of Teacher Talk and Learner Talk in The Classroom Interaction: A Descriptive Study at the Eight Grade of Junior High School Al Hikmah Darussalam Boarding School”. It is a scientific writing to fulfill one of the academic requirements to finish the bachelor degree (S.Pd) at Department of English Education Faculty of Education and Teacher Training State Islamic University of Sultan Syarif Kasim Riau. Then the researcher says peace be upon to Prophet Muhammad SAW.

Appreciation and sincere thanks to my beloved parents, Researcher’s Mother the Late **Mrs. Elfianis**, Researcher’s Father **Mr. Ali Syahril** who always given me love, advices and supports. Thank you so much for your praying all days and all nights also for both material and spiritual to accomplished this thesis. May Allah SWT always bestow grace, health and blessing in the world and here after no words can describe how much I love you.

The researcher would like to express the great thanks and gratitude to those who have given the researcher a lot of things that the researcher is able to finalize this research. They are:

1. Prof. Dr. Hj. Leny Nofianti MS, SE, M.Si, Ak., the Rector of State Islamic University of Sultan Syarif Kasim Riau. Prof. H. Raihani, M. Ed., Ph. D, as Vice Rector I, Dr. Alex Wenda, ST, M.Eng., as Vice Rector II, Dr. Harris Simaremare, M. T, as Vice Rector III, and all staff. Thanks for the kindness and the encouragement.

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3. Dr. Faurina Anastasia, S.S., M. Hum., the Head of Department of English Education, who has given me correction, suggestion, support, advice and guidance in completing the thesis.
4. Dr. Nur Aisyah Zulkifli, M.Pd., the Secretary of Department of English Education, for her guidance to the students.
5. Yusrida, Dra., M.Pd., the Academic Supervisor, thank you so much for the guidance.
6. Nurdiana, S.Pd.I., M.Pd., my beloved supervisor who has given correction, support, guidance, critics, advice, encouragement and motivation to the researcher from the beginning of writing the thesis until the completion of it.
7. All lecturers of English Education Department of State Islamic University of Sultan Syarif Kasim Riau, who have given knowledge and information of this Thesis through the meeting in the class or virtually.
8. The researcher's favorites human in this world my lovely sister Pretty Khairannisa who always give emotional support in every condition.
9. For all people who have given the researcher great support in carrying out finishing this thesis. That cannot be written one by one.
10. Last but not least, special thanks to Researcher which is M. Ali Arieful Fikri for being able to try hard so far, being able to control himself from pressures outside the circumstances, and never deciding to give up no matter how difficult the process of completing this thesis by finishing as well as possible. This is an achievement that should be proud.

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Finally, the researcher realizes that there are many shortcomings in this thesis. Therefore, constructive critiques and suggestions are needed in order to improve this thesis. May Allah Almighty, the Lord of universe bless you all. Aamiin.

Pekanbaru, July 14rd, 2025

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ABSTRACT

M. Ali Arieful Fikri (2025) : Students' Perception of Using Small Group Discussion in Interpretive Reading Class at Department of English Education

The main focus of this study is to determine students' perceptions of the use of small group discussions to effectively support their interpretive reading in the English Education Department at UIN Sultan Syarif Kasim Riau. This study employed a quantitative approach and the data were analyzed using SPSS version 26 and Microsoft Excel. The research was conducted in July 2025. Data were collected through a questionnaire to explore students' perceptions of the use of small group discussions. The questionnaire was distributed to 56 second-semester students in the 2024/2025 academic year as the sample. The sample was selected randomly from 2 classes. The researcher found that students' perceptions of the use of small group discussions to support their interpretive reading were positive.

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ABSTRAK

M. Ali Arieful Fikri (2025) : Persepsi Mahasiswa terhadap Penggunaan Diskusi Kelompok Kecil Terhadap Kelas Membaca Interpretatif di Departemen Pendidikan Bahasa Inggris

Fokus utama dari penelitian ini adalah untuk mengetahui bagaimana persepsi mahasiswa terhadap penggunaan diskusi kelompok kecil untuk mendukung bacaan interpretatif mereka secara efektif di jurusan pendidikan Bahasa Inggris, UIN Sultan Syarif Kasim Riau. Penelitian ini menggunakan pendekatan kuantitatif dan data di analisis menggunakan SPSS versi 26 dan Microsoft Excel. Penelitian ini dilakukan pada bulan Juli 2025. Pengumpulan data dilakukan dengan menggunakan angket untuk mengetahui persepsi mahasiswa terhadap penggunaan diskusi kelompok kecil. Kuisioner disebarakan kepada 56 orang mahasiswa semester 2 tahun ajaran 2025/2026 sebagai sampel. Penentuan sampel ini dilakukan secara acak (*random sampling*) dari 2 kelas. Peneliti menemukan bahwa persepsi mahasiswa terhadap penggunaan diskusi kelompok kecil untuk mendukung pembacaan interpretatif mereka adalah positif.

ملخص

محمد علي عارف الفكر، (٢٠٢٥): تصوّر الطلاب تجاه استخدام المناقشة
الجماعية الصغيرة في فهم القراءة في قسم تعليم
اللغة الإنجليزية

التركيز الرئيسي من هذا البحث هو معرفة كيف ينظر الطلاب إلى استخدام المناقشة
الجماعية الصغيرة لدعم فهمهم للقراءة بشكل فعال في قسم تعليم اللغة الإنجليزية بجامعة
السلطان الشريف قاسم الإسلامية الحكومية برياو. وقد استخدم هذا البحث المنهج الكمي،
وتم تحليل البيانات باستخدام برنامج الحزمة الإحصائية للعلوم الاجتماعية الإصدار 26
وبرنامج مايكروسوفت إكسيل. أُجري هذا البحث في شهر يوليو 2025، وتم جمع البيانات
من خلال استبيان لمعرفة تصوّر الطلاب تجاه استخدام المناقشة الجماعية الصغيرة. وتم توزيع
الاستبيان على 56 طالبا وطالبة من طلاب الفصل الدراسي الثاني للعام الدراسي
2025/2024 كعينة للبحث، وتم اختيار العينة بطريقة عشوائية (العينة العشوائية) من
فصلين دراسيين. وقد توصل الباحث إلى أن تصور الطلاب تجاه استخدام المناقشة الجماعية
الصغيرة لدعم فهمهم للقراءة هو تصور إيجابي.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Students' efforts to understand reading text at the high school level in the context of English learning still leave many problems. These problems include vocabulary mastery, students' motivation, teaching method, opportunities to practice at school, and also selecting the appropriate text (Christianti et al., 2023; Hunafa, 2023; Muslim et al., 2022; Ningsi & Amin, 2021; Panjaitan et al., 2021; Sahlan, 2019). Based on some previous research, it is necessary for us as a teacher, to choose an appropriate method or approach in teaching. So, the learning process can give impact on accelerating students' understanding, comprehending, and responding to reading text.

This is similar with some previous studies, as Christianti et al. (2023) mentioned in their study, they found that the use of small group discussion (SGD) method in teaching interpretive reading could boost the students' understanding of reading text. Similarly, Fernanda (2023) also found that the utilization of SGD could help overcome challenges with reading. It also stimulated learners to participate significantly more in the classroom, enhancing their enthusiasm of the academic environment. In comparison to other abilities such as writing, speaking, and listening, the Ministry of Education's English textbook contains a lot of reading text. Students must understand the substance of the reading materials presented in the textbook to reach the purpose of studying

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contextual English.

Learners must be proficient in four language skills in order to do so: hearing, reading, speaking, and writing (Ismail, 2020). The most significant skill that can develop all of language skills is reading. As a result, increasing students' willingness to read is crucial. Students' prior knowledge is required for comprehension of reading content. Being capable of comprehending the ideas and data contained in reading texts is referred to as interpretive reading. After reading, the audience especially students must comprehend the purpose of the language used in writing (Ningsi & Amin, 2021; Sahlan, 2019).

According to Soraya (2018), several factors make reading difficult: students are afraid of making a mistake, are afraid of criticism and are hesitant to read aloud, there is a shortage of vocabulary, and students are unable to pronounce the word correctly. At that point, students aren't motivated to communicate. It implies that students are unmotivated in learning English. This situation in process to learn English are caused by a lack of desire and a small number of participants.

According to Jarrah & Salina (2018), students who do not understand the reading material are unable to appreciate the text's reading features. Simultaneously, a lack of comprehension may be caused by a lack of language expertise. This indicates the close relationship between interpretive reading and word knowledge. As a result, in order to grasp texts, students must acquire sufficient vocabulary. Students, who have a habit of avoiding foreign languages,

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tend to have a more difficulty absorbing language-related reading material. Furthermore, a lack of excitement and concentration in English class especially in reading activity is one of the causes of learners' lack of interpretive reading. When students lose interest and concentration in reading, it is exceedingly difficult for them to acquire good reading proficiency.

When students struggled to understand a new word, they frequently consulted their dictionary and sought clarification from the teacher. This problem causes learners to be unable to decipher words or sentences in the material they read, making comprehension difficult. According to Girsang et al. (2019), the most difficult component of teaching interpretive reading to students, is locating the primary concepts of the text due to a lack of student vocabulary. The most important thing is to improve their language mastery.

According to the preceding paragraph, teachers should assist students in facilitating and choosing the most efficient strategy for improving pupils' interpretive reading. Teachers should have a simple technique for teaching students to read. Because teaching style influences student learning, employing an effective technique allows them to retain the information and improve their comprehension ability in reading. It is possible for students to recognize the concept of context. Changing the process in teaching is one method that may be used to teach reading and ideally help learners become more active. Reading techniques, particularly interpretive reading, can be utilized by the teacher to help learners enjoy and mimic studying English. Small Group Discussion is one

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approach that has to try in teaching interpretive reading. A strategy of teaching interpretive reading in which students are divided into small groups is called small group discussion (SGD). SGD is defined as an approach to divide teams of six or fewer students designated to a collaborative project (Brown 2011).

According to McCrorie (2006), SGD is a team in a classroom of three until six students supervised by a classroom instructor. Aside from exchanging ideas, students can develop cooperation and teamwork by collaborating to fix a problem discovered during the processing project. Following the completion of the reading, each small group is structured to read the text's substance. Students must be able to answer questions, define the main idea, general and specific information from the paragraph, and decipher the meaning of a difficult word. Furthermore, the small group discussion strategy appears to work exceptionally well. Students will be more engaged in the classroom, if they can contribute what they read. The researcher proposes to do research with title "Students' Perception of Small Group Discussion in Interpretive reading at English Education Department" as a result of the background and also some previous studies.

B. Identification of the Problem

Based on the background of the study, the researcher identified as the problem as follows:

1. English Teachers did not provide enough opportunities to train students.

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2. English Teachers had difficulty in choosing an appropriate method of teaching which appropriate with the materials are being told.
3. Students were lack motivation in mastery the interpretive reading.
4. Students were lack comprehension of the reading text.

C. Limitation of the Problem

Based on the limitation of the problems above, the problem in order to pay more attention to the specific problem. The research has been conducted at department of English education. The focus on the research is the students' perception of using small group discussion in interpretive reading at department of English education.

D. Formulation of the Problem

Based on the limitation of the problem, the formulation of the problem in the research can be stated as follows: how is the students' perception of using small group discussion in interpretive reading at department of English education?

E. Objectives and Significance of the Research

1. Objectives of the Research

Based on the researcher problem above, the objective of the research is to find out students' perception of using small group discussion on interpretive reading at department of English education.

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2. Significance of the Research

The researchers hope that the results of this research will be useful in the following areas:

a. Theoretical significance

Hopefully, this research will be a useful reference for those who want to research the use small group discussion on interpretive reading at department of English education.

b. Practical significance

For the students, can practice learning by using small group discussions. For the teacher English Teachers can apply learning by using SGD to increase students' understanding in reading, especially in descriptive text material. Further Researchers can make similar study with small group discussion theory to fill the new potential gap. Researchers can develop research study with small group discussion theory.

F. Definition of the Term

There are many terms involved this study. To avoid misunderstanding and misperceptions of the terms used in this study, the following terms are necessary to be defined as follows:

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1. Students' Perception

Student perception can be understood as the ability of students to form their own opinions and distinguish them from the studies presented in the class (McGoldrick & Caffrey, 2009).

In this research, Students' perception refers to the students' responses, attitudes, and opinions toward the use of small group discussion in improving reading. It encompasses how students perceive the effectiveness, usefulness, and challenges of the method in helping them understand reading texts more deeply collaboratively. Their perception is gathered through questionnaire as a part of the study.

2. Interpretive reading

According to Harmer (2001), reading is an activity that focuses the eyes and brain, in which the eyes receive the information or content and deliver it to the brain, and the brain receives and organizes the information from the eyes.

In this research, interpretive reading is defined as the ability of students to understand, interpret, and respond to written texts accurately and critically, particularly when engaging with academic or narrative passages.

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3. Small group discussion

According to Fernanda et al. (2023), SGD is a learning method that incorporates four until six students to work in one group and aims to share information or knowledge of each group member and also discussing ideas and expressing viewpoints in order overcome difficulties related to the topic.

In this research, small group discussion refers to a collaborative learning strategy where students actively interact in a structured small group setting to enhance comprehension, develop critical thinking skills, and improve engagement in reading related tasks.

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

A. Definition of Perception

According to Muslimah (2018), perception is a process in which people are exposed to stimuli and then interpret them meaningfully based on their previous experiences. The process through which someone analyzes and organizes sensations to form a meaningful sense of the world is referred to as perception. Perception is the process of taking sensory data and interpreting it in a meaningful way.

Nurohman (2018) also stated perception is a word closely related to human psychology. It is defined in several ways from an amateur's point of view. Perception is defined as the conscious act of a person's environment by the physical sensations that indicate an individual's comprehension ability. Perception is the opinion of people in the brain. If you think positively, your perception of something will be positive. And if you think negatively, your perception will also be negative.

Perception is the way a person views and understands something or a situation in the environment. According to Walgito (2010), perception is the process of organizing and interpreting the stimuli that an individual receives in order to become something meaningful. Perception includes both internal and external sensory stimuli. Individuals can have different

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perceptions, even if they receive the same stimulus. Lindsay & Norman (1977) state that perception is the process by which organisms interpret and organize their senses to create meaningful experiences in the world. Sensory usually refers to the immediate, relatively untreated result of stimulating sensory receptors in the eyes, ears, nose, tongue, or skin.

According to Hamachek (1995), the perception of how individuals experience impulses from the environment around them via sensory receptors. The way people perceive the world around them has an impact on their perception. As a result, their perspectives will influence how they interpret sensory stimuli. As a result, perception might be defined as someone's interpretation of things based on their prior experience.

From the above definitions, researchers conclude that they all have something in common. All definitions describe perception as the process or phenomenon in which a person perceives and interprets an object. It affects our five sensory organs and the brain, helping to interpret and organize the entire process.

Therefore, all definitions generally define perception as the process by which an individual receives information through the sensory organs. Incoming stimuli interact with information stored in the brain (memory) to produce perception. It is the process of interpreting the various stimuli received by an individual and forming a picture of the world. The stimuli are picked up by the sensory organs of the eyes, ears, nose, mouth, and

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skin and organized by the brain. It is then saved as information. In doing so, the individual's brain uses its own logic and previous memories to color and mark information.

a. Process of Perception

According to Qiong's (2017) research, the perceptual process involves three stages: selection, organization, and interpretation. This process explains each stage of student perception formation, both in perceiving on using Google Classroom as a tool for English learning and in other aspects of the learning process.

- 1) The first stage of the perceptual process is selection, in which we transform environmental stimuli into meaningful experiences. In everyday life, we are constantly bombarded with so many different types of information that we may encounter these stimuli in an instant: the words we hear, witnesses to accidents, the ticking of the clock, and so on. There are numerous stimuli arriving at our sensory organs and waiting to be processed, but we cannot perceive all of the available information due to information overload and confusion. As a result, we only perceive a portion of the information in our environment through a selective process.
- 2) In the organization process, we need to organize it by finding certain meaningful patterns. Categorizing objects or

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people completes the organization stage. At this stage of perception, the social and physical phenomena or objects that we encounter will have shape, coloring, texture, size, and so on.

- 3) The final stage of perception is the interpretation process, which refers to the process by which meaning is associated with the selected stimuli. Once the selected stimuli have been identified, they can be organized and stable patterns. We try to make sense of these patterns by giving them meaning. However, different people may interpret the same stimulus differently.

After going through some of these processes, students' perceptions of something are created as well as students' perception on using Google Classroom as a tool for English learning.

b. Importance of Students' Perception

Student perception can be understood as the ability of students to form their own opinions and distinguish them from the studies presented in the class (McGoldrick & Caffrey, 2009).

In the world of education and learning, student awareness is very important because teachers, teachers and teachers need to consider student preferences before developing materials and lessons. Apart from that, the teacher must also take into account the student's

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previous knowledge, even if it can be a challenge for the teacher. The process is the same as when an instructor creates a survey.

Knowing the student's perception is very important. This also means that teachers and teachers will evaluate student perceptions after they know the results. As Chen (2003) pointed out, student awareness is very important in assessing the effectiveness of education. After knowing the student's perceptions, the teacher or teacher can change what the student dislikes and improve what the student likes, whether teaching or providing materials to the student. Therefore, student awareness is very important, especially for teachers and lectures.

As pointed out by Qudratullah et al., (2020), student awareness is important in assessing the effectiveness of education. After learning how students perceive things, teachers can change what they dislike and improve what they like, whether they teach or provide materials. Therefore, student awareness is very important, especially for teachers or lecturers.

When assessing a student's knowledge, the teacher needs to know the purpose of the lesson because it needs to make sure that the student has knowledge of the subject related to the test validity question. Students have different perceptions when teachers use different approaches and methods in their classes.

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2. Interpretive reading

a. The Notion of Reading

Reading is a vital ability for learning English as a foreign language. As stated by Grabe & Stoller (2002), reading is the ability to gain meaning from a piece of paper and interpret that information correctly. Therefore, reading appears to be a tough ability for learners who speak English as an extra language, specifically foreign language learners, because they must translate their first language into the foreign language in order to comprehend the text.

According to the viewpoints presented earlier, reading is a complicated thing to do. They focus their eyes and intellect on reading the text in order to understand the message provided by the writer. According to Harmer (2001), reading is an activity that focuses the eyes and brain, in which the eyes receive the information or content and deliver it to the brain, and the brain receives and organizes the information from the eyes. Furthermore, reading is a connection between the audience and the author; the writing delivers details that its author intends the audience to interpret in specific ways, and the audience adds an extensive number of previous experiences to reading (William, 2009). It indicates that the act of reading is a connection among what the audience sees in the writing and what the writer provides in written.

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Based on the explanations provided above, the author argues that reading is an action in which the audience communicates with the writers. The reader focuses their eyes and brain while reading material in order to obtain the specific purpose or data that the writer provides in the passage. As a result, it is an extremely difficult ability for learners who utilize English as both a second and foreign language. Since they need to understand the writing without using their native language.

b. Aims of Reading

Reportedly there are numerous types of reading objectives, and each one contributes to a better understanding of what people read. Linse (2005) identifies two main motives for why individuals read: enjoyment and knowledge. Someone who reads for enjoyment may read swiftly or slowly, depending on how they prefer or feel. However, someone who reads to gain knowledge will read anything to obtain the data they require. Since we all know, the objective of reading is to help the student comprehend the printed phrase; in another way, how can students derive meaning from the authors' messages in their writing.

One of the reader's most crucial jobs is to uncover and discover what the author wishes to convey through his or her writing (Sahlan, 2019). Similar with the previous statement, Lester and Crow separated

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reading into two categories, similar to the prior statement: reading for enjoyment and deeper reading. Reading for enjoyment is reading for leisure, which can include following your preferred activity, comic book article, or documentary program. In contrast, deeper reading involves reading to learn for a specific purpose, such as obtaining factual knowledge or solving difficulties. The thoughts expressed above make it obvious that the objective of reading is more than only comprehending and identifying printed thoughts.

On the other hand, Williams (1986) thoughtfully divides reading into three types. Reading for broad knowledge, reading for particular information, and reading for enjoyment and excitement. Reading for broad knowledge such as reading news articles to learn about current events, reading for particular details, such as reading a scientific publication to learn how a certain thing works, and reading for excitement, such as reading a series of comic books or a book of poetry, signifies entertainment and satisfaction.

According to the objectives indicated by several experts mentioned previously, the writer concluded that everyone has their own motivation for reading a piece of writing. Many people require certain details gathered from what they read, such as newspapers and magazines. Many others merely want to read for excitement and entertaining purposes. In other words, the aim of reading might aid

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people in comprehending what they read

c. The Notion of Interpretive reading

Interpretive reading is vital not only for comprehending the passage but also for more complex learning, academic performance, and job success. Even it is more vital in our communication life, emailing, texting, and networking. It is a complex undertaking that requires the collaboration of a wide range of intelligence knowledge and talent.

It is true that in interpretive reading, the reader relies on preferably acceptable paragraph. If the reader cannot identify the words in the text, he or she will not be able to understand the information. As a result, excellent material Comprehension is predicated on a broad mastery of the language. This requirement a comprehension of the useful concepts and phrases. However, major meanings of words and phrases are required for widespread comprehension.

In line with this, Darise (2018) stated, interpretive reading requires that a person comprehends what he is reading. It is possible to argue that the writer and the audience should collaborate in interpretive reading. The writer presents his expression through written language, and the reader must comprehend the author's intended meaning.

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Furthermore, Ningsi & Amin (2021) expressed her thoughts on the meaning of interpretive reading, which is the main purpose of reading. The basics grasp of studying requires understanding the book's substance as well as the book's overview. This is also true when you spend time reading a book that you enjoy. Reading for joy virtually never seeks specific information from the writings.

d. The Goal of Interpretive reading

According to William (2009) there are various basic reasons of reading and strategies to read efficiently, in his book "Reading in a Second Language: Moving from Theory to Practice":

- 1) To gather information, some people read to find information because they require specific details or thoughts in the writing. Learners who have devoured the passage frequently get to complete a sheet of paper or assignment.
- 2) To learn Reading for the purpose of learning is a way to read in which the viewers comprehend the material due to seek important concepts or knowledge that will be valuable to them in the future.
- 3) For information integration in learning inputting data, the viewer collects data from many different areas of a lengthy document. Its objective is more sophisticated or demanding than reading to study.

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- 4) To assess, criticize, and apply knowledge. Reading to assess, criticize, and apply knowledge is to decide which portions of the passage are most significant, convincing, or highly debated. The viewer has to choose how to tie the specific data to other data in the text and knowledge.
- 5) For universal knowledge Reading for universal knowledge is a reading process in order to make the reader wish to learn a variation of topics from the passage. Its objective is akin to reading for enjoyment, such as reading comics, newsletter and tabloid. It is frequently done during leisure or enjoyment moments.

When reading written text, it is critical for pupils to understand how to read so that they can adopt an effective reading technique. However, even when students are aware of the reading approach, they can become bored when reading, particularly in the classroom. In addition to reading, students require another exercise.

Greane and Patty, as stated by Ananda (2023), state that the goal of interpretive reading is to: (1) identify the key concepts in sentences, paragraphs, and discourse; (2) select essential points; (3) determine the arrangement of reading; and (4) draw conclusions. (5) Foresee meaning and implications, (6) sum up what occurred, (7) differentiate between information and personal views, and (8) collect knowledge

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from various particular resources such as textbooks, atlases, geographical data.

3. Small Group Discussion

a. The Notion of Small Group Discussion

One of the cooperative learning methods is small group discussion (SGD), which is a method that learners work in groups of three to six. A small group is a small group of humans who collaborate through interaction to attain a common purpose (Harahap, 2020). Students can learn from one another in small group talks. According to Fernanda et al. (2023), SGD is a learning method that incorporates four until six students to work in one group and aims to share information or knowledge of each group member and also discussing ideas and expressing viewpoints in order overcome difficulties related to the topic.

Furthermore, according to (Izefti, 2014), small group discussion (SGD) refers to an activity of a team of individuals interacting and confronting one another on goals and objectives that have been determined by sharing knowledge, expressing ideas, or resolution of issues. SGD method in teaching reading facilitates students to create a conducive classroom environment, and students actively participate in the learning process. Mestika (2019) defines Small Group Discussion as a Cooperative Learning which learners are

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divided into smaller teams in order to collaborate and enhance themselves and learning from one another.

According to the descriptions given above, in conclusion the researcher stated that SGD is a method used by teachers or lecturers to make the learning process more effective by breaking students into small groups to learn together.

b. The advantages of Small Group Discussion

Every technique has advantages and disadvantages, and it is up to the instructor to decide which to utilize in the teaching and learning process. Small group discussion (SGD) has various pros and disadvantages as well. Mestika (2019) said in her thesis that the listed below are the advantages of the SGD method.

- 1) It increases the student's motivation to attend the reading class.

They prefer to work in groups rather than independently to complete their tasks.

- 2) It encourages pupils to participate in their reading learning.

There are different groups in small groups, each with one high achievement kid, three average achievement students, and one poor achievement student. They are both responsible for discussing. They can discuss thoughts and assist one another while performing the task and comprehending the content. If one group member expresses an opinion

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3) It makes the classroom environment more comfortable, fascinating, and soothing. According to Harmer (2001), interacting in teams can be more pleasant than working in pairings. Students in a group can collaborate, share their opinions, experiences, and ideas, and assist one another in completing a task. This circumstance piques the students' curiosity and makes them eager to learn.

4) It allows students in the class to share and exchange information. When they talk, each member must share their group's opinion. They should communicate their thoughts on text comprehension with one another. According to Harmer (2001), when all students in a group work together to create an advertisement, for example, they will communicate with each other and, more significantly, cooperate among themselves. This sentence demonstrates that SGD allows students to share and exchange information with their peers

Ningsi & Amin (2021) also discussed the advantages and disadvantages of Small Group Discussion (SGD). She stated there are several additional benefits to small group discussions:

- 1) SGD are the most successful ways of encouraging students to reflect as well as discover more. SGD may assist students learn how to work cooperatively together, how to examine and arrive

at difficulties objectively, and how to collaborate with peers by actively asking and discovering solutions. This additionally assists to clarify ambiguous ideas. SGD can be effective if all participants of the team if they open to each other and ready to stand up and express their points of view, that can often be tough.

- 2) Enhance learners' interest in English classroom, especially in reading.
- 3) Learner who operates to a team can generate some beautiful and helpful thoughts.
- 4) SGD solves problems more effectively than individuals.
- 5) Contributing to the discussion process strengthens each participant's dedication to the outcome.
- 6) Individual users can find an outlet for their emotions by sharing information.
- 7) Students become active partners in their reading education. In a small group or team learning scenario, students generate more concepts, contribute and increase their analytical risk-taking.
- 8) The class environment is more comfortable, fascinating, and calming. Each student works together in small group conversations to exchange points of view for the purpose accomplish tasks by grasping the definition of reading with

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other team members. It can motivate learner in participating.

c. The Disadvantages of Small Group Discussion

Mestika (2019), on the other hand, noted that implementing Small Group Discussion (SGD) methodology in class has both advantages and problems, such as:

- 1) The class situation gets loud. When they were looking for their group friends, they talked to each other. They are additionally emphasized on their new team members and on where they are going to sit. This problem causes overcrowding in the classroom.
- 2) Conflicts may arise while working in a team if one individual works less than the others.
- 3) The teacher cannot control all of the groups at once. Because SGD is made up of multiple groups in one class, one teacher cannot control all of them.
- 4) Shy learners can decline to take part and need plenty of persuading for doing participation.
- 5) It takes the ability to correct learners who stray or power without damaging their independence or their team's confidence.
- 6) It is especially difficult for the beginner academic instructor (teacher or lecturer) when group members do not easily communicate or discuss.

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- 7) It takes longer than other approaches, such as lectures, to deliver information.
- 8) As a facilitator and resource of knowledge, the teacher must be present at all sessions.

Ningsi & Amin (2021) also mentioned the drawbacks of SGD. They are as follows:

- 1) Some of the learners are conversing.
- 2) One participant is speaking while not allowing somebody else an opportunity to respond.
- 3) While the other pupils are excluded, a particular student may talk about a problem with the teacher.
- 4) Many students might not participate in everything.
- 5) When there are major differences of opinion, the conversation might get quite emotional. Learners may supply incorrect (untruthful) information to one another.

d. The Use of Small Group Discussion in Teaching Reading

Serravallo (2010) identifies three different phases which might support teachers in teaching reading by including Small Group Discussion (SGD) into classroom activities. They are pre-teaching, while teaching, and post-teaching.

- 1) Preparatory teaching Teachers utilize pre-teaching as a learning approach to educate students' topics and skills

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before to the real class. The first activity in in beginning learning procedures is pre-teaching. The teacher began the lesson by greeting the pupils and then sought to encourage them. They must recall what they learned in the last class. The teachersparked the students' interest in reading the material summary by asking a question.

- 2) While teaching currently, teacher activity in teaching is very vital in the classroom. While instructing, the teacher splits the class into some teams so that students can discuss one another. In discussion activities, there are three activities as mentioned above. They are pre-discussion activities, discussion activities, and post-discussion activities. 1) Pre-discussion activities the themes to be discussed, such as descriptive material, will be communicated by the teacher. An example of the descriptive text will be provided as well as the teacher a brief description. As a result, the teacher will conduct a group discussion of the descriptive exercises in this lesson. 2) While participating in discussion activities the teacher will instruct each group of students to read the passage as well as answering the tasks. Every student and also teacher are engaged in a collaborative learning exercise. Learners are encouraged to ask questions actively, and the

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teacher will answer to clarify. 3) Post discussion activities the worksheets from each group will be collected by the teacher. They will next explain the results to the pupils. However, due to the scheduling of the reading session, they will be unable to ask members of groups oral questions.

Post Teaching Greetings and inquiries are typically used by the teacher to complete the educational activity. The teacher is in charge of supervising and directing the groups to ensure that all members participate in the discussion activity. A discussion procedure is required to handle the conversation ways teaching and also learning process. Discussion will make it easy for the pupils to respond to the topic or question. During discussion activities, students could express the response with their own group members without embarrassment. If students in class ask questions or argue presentations with other groups, the teacher will respond with answers and clarifications.

B. Relevant Research

According to Syafi'I (2017), relevant research is required to observe some previous research conducted by other research in which they are relevant to our research. It means that in order to conduct this research, the researcher must conduct and observe some relevant research.

First, Fernanda (2023) did her study, which discovered that SGD is one

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approach that can help people overcome reading challenges. It also encourages pupils to be more engaged in class and makes learning more enjoyable. It includes one variation of engaging tasks to help in the teaching and learning of reading. This study also discovered that implementing SGD in Teaching Interpretive reading could encourage learners to actively participate in order to gain a better grasp of their reading abilities. During small group talks, problems with interpretive reading were tackled collaboratively.

Second, Christianiti et al. (2023) published a study that related to this research. The goal of this research was to see if using discussion tactics in SGD resulted in massive movement in learners' interpretive reading. This research used X IPA I as a population of 36 students. This study employs a one-group pretest-posttest design. Small group discussion tactics boosted pupils' interpretive reading according to the findings. The pretest averaged 68.8 while the posttest averaged 72.2. The conclusion of the hypothesis testing Independent Samples T-Test provides as proof. The finding is very important, with less than 0.05, suggesting that the outcomes of this research differ significantly. As an outcome, the study's premise was validated. This demonstrates that the SGD style of teaching and learning is extremely significant in increasing students' interpretive reading skills in SMAN 1 Rogojampi.

Third, Muslim et al. (2022) did a study titled "Using Small Group Discussion in Teaching Interpretive reading." The study was being carried out

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to determine whether the implementation of SGD is useful in enhancing students' interpretive reading. This research looked into the types of motivation that students utilize when learning English. The quantitative method is used in this study. This study's population consists of all second-grade pupils at SMP 2 Ingin Jaya. This study's instruments are a test and a collection of questionnaires. The collected data was evaluated using statistical inference. The findings revealed that using SGD to enhance students' interpretive reading was successful. SGD was found to be beneficial in enhancing students' interpretive reading of descriptive material. SGD, in conclusion, can boost learners' interpretive reading and motivation.

In addition, Ningsi & Amin (2021) also wrote a thesis with the title that very relevant to this research. To find out student output for the 2021/2022 academic year by employing SGS in teaching interpretive reading to learners at SMP Muhammadiyah Camba is the objective of this thesis. This is an experimental study that employs the small group discussion method. This study's sample consisted of 20 learners from SMP Muhammadiyah Camba. The mean score on the initial and second pretests is 49.25, whereas the average score on the initial and second posttests is 82.75. Findings from this research demonstrate that the researcher's investigation on eighth grade students using a SGD to teach interpretive reading was successful in influencing pupil achievement outcomes. The Result was demonstrated by the fact that the results of t-test (8.152) were bigger than the t-table value (2.093). It revealed

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large differences, indicating that H1 was approved whereas H0 was refused.

Additional, Ningsih et al. (2020) also did the relevant thesis with this current research. She used quantitative method for this thesis. The achievement of pupils from pre-test to post-test demonstrated a substantial difference in reading skill among two classes which was experiment and controlled class. Students in the group receiving the experiment performed better in reading compared to those in the control class. Furthermore, the statistic computation revealed that the t-test value is 4.37 and the df 60 value with a significance level of 5% is 2.00. The t-test surpassed the t table ($4.37 > 2.00$) in the findings. In other words, the t-test performed better than the t-table. The null hypothesis (H_0) is declined, whereas the alternative hypothesis (H_a) is approved, because the t-test result in the table is bigger than the t-table result produced from the computation.

C. Operational Concept

The operational concept is used to give limitations to the theoretical framework in order to avoid misunderstanding and misinterpretation in this research. An operational concept is concept consists of some indicators that guide the researcher to measure some related aspects of variables. As mentioned by Syafi'i (2019), an operational concept is delivered from a related theoretical concept on all of the variables that should be practically and empirically operated in academic writing- a

research paper.

This research is used to define and limit the theoretical framework to avoid misinterpretation and misunderstanding in this research, the operation concept focuses on students' perceptions of using Small Group Discussion in interactive reading class.

The perception measured in this study refers to General perception of small group discussion, Students' impact on interpretive reading, Students' perceptions about participant and collaboration and Students' perceptions about challenge in small group discussion.

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CHAPTER III

METHOD OF THE RESEARCH

A. Research Design

This study used quantitative research with a descriptive approach, and the data was presented numerically. Creswell (2017) defined quantitative research by incorporating statistical data and objective measures to understand and explain the phenomenon. In addition, a research design was selected to plan, create, and carry out the research in order to maximize the validity of the findings. Specifically, this study used a descriptive quantitative design. A descriptive quantitative design is a collection of quantitative data at a particular point in time. Descriptive statistics enable a researcher to describe a specific situation using numerical data and to identify trends in the research context Roni, et al, (2020).

Therefore, quantitative descriptive research is data obtained by following the statistical methods used. Descriptive research in this study is intended to obtain results and information about students' perception of using small group discussion on interpretive reading at department of English Education.

B. Time and Location of the Research

This research conducted on July 2025 and the location of this research is English Education Department Uin Suska Riau.

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C. Subject and Object of the Research

1. Subject of the Research

The subjects of this research are the second semester English Education Department at Uin Suska Riau

2. Object of the Research

The object of this research is students' perception of using small group discussion on interpretive reading at department of English Education.

D. Population and Sample of the Research

1. Population of the Research

According to Creswell (2012) state that population is group of individuals that have same characteristic which make them different from others group. The target population of this research is the second semester at English education department. The specification of the population can be seen on the table below:

Table III. 1
List of Population

NO	Class	Population
1	Class A	26
2	Class B	32
3	Class C	30
4	Class D	29
	Class E	25
Total		142

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2. Sample of the Research

According Ary et al. (2010) sample is a portion a population. It means that the sample is a set of data consisting of only a part of the research. The populations of this research were 142 students. Then, According to Arikunto (2006), sample is partial or representative of the population under the research. The sample can be taken between 10%-15% or 20%- 25% or more.

This research used simple random sampling to select participants. Simple random sampling is a way of selecting a sample from a population in such a way that all individuals in the population have an equal chance of being selected as a sample Gay et al. (2012).

A sample was selected by randomization using a variety of lottery method techniques. According to Notoatmodjo, (2010), the lottery technique is that each subject is scored where the population is numbered starting from 1 to the number of subjects in each class. For subjects written on a small piece of paper, one number is rolled on each piece of paper. Take rolls of a size that corresponds to the number of samples in each class that has been numbered without prejudice, and the number printed on the roll paper is the sample or survey target.

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Table III. 2
The Research Sample

No	Class	Sample
1	2A	26
2	2C	30
Total		56

E. Technique of Data Colletcion

The instrument that was used for collecting the data was questionnaire.

1 Questionnaire

According to Arikunto (1998), questionnaire is a set of written question that is given to respondents to get information about their personal report. In collecting the data, data of this study was collected by distributing or fill questionnaire in Google form. The researcher shares a link of Google form to the sample via group class in WhatsApp. After the students finished filling the questionnaire, their answers would automatically be sent to researcher's email. Finally, the researcher was checked students' answers.

The researcher used the Likert scale questionnaire. According to McMillan & Schumacher (2010), the Likert scale is one in which the stem includes a value or direction and the respondent indicates agreement or

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disagreement which statement. It is in the form of scale Likert it has 5 optional answers; Strongly Agree (SA) scored 5, Agree (A), scored 4, Neutral (N) scored 3, Disagree (D) scored 2, and Strongly Disagree (SD) scored 1. We can see the table below:

Table III. 3
Likert Scale

Optional	SCORE
Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

The data analyzed to see how effective the use of SGD by: 1) classifying the average score of students' answers based on categories on the Likert scale, 2) looking for the results of student responses, and 3) interpreting student answers based on the percentage results.

UIN SUSKA RIAU

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Table III. 4
The Blueprint of the Questionnaire Items

Indicators	Number of Items	Total
General perception of small group discussion	1,2,3,4,	4
Students' impact on interpretive reading	5,6,7,8	4
Students' perceptions about participant and collaboration	9,10,11,12	4
Students' perceptions about challenge in small group discussion	13,14,15	3
Total		15 items

In this study, the researcher employed descriptive statistics to determine students' perception on SGD as a tool for Interpretive reading. According to Cohen (2018), descriptive statistics do exactly what they say: they describe, allowing researchers to analyze and interpret what these descriptions mean. The questionnaire was used to assess the students' perceptions. The researcher provided several responses to the questionnaire.

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2. Validity and Reability

Table III. 5
Validity of Instrument Students' Perception on Using Small Group Discussion

No	Number of Items	r-observed	r-table	Category
1	Item1	0.619	0.361	Valid
2	Item2	0.569	0.361	Valid
3	Item3	0.692	0.361	Valid
4	Item4	0.583	0.361	Valid
5	Item5	0.729	0.361	Valid
6	Item6	0.711	0.361	Valid
7	Item7	0.609	0.361	Valid
8	Item8	0.629	0.361	Valid
9	Item9	0.797	0.361	Valid
10	Item10	0.624	0.361	Valid
11	Item11	0.692	0.361	Valid
12	Item12	0.687	0.361	Valid
13	Item13	0.596	0.361	Valid
14	Item14	0.732	0.361	Valid
15	Item15	0.607	0.361	Valid

The outcome revealed that all of the items were valid. The question naire item was valid because ther observed washigher than thertable .Asaresult, all of the question naire items were acceptable. Reliability,accordingtoGay,Mills,and Arisan(2012), is the degree to which a test consistently measures whatever it is measuring. Internal reliability was used in this study to determine the reliability of the questionnaire. To know the reliability of the questionnaire in this research, the internal reliability was used. Internal consistency was used by administering the instrumentonce, and analyzed the data with the certain technique (Sugiyono, 2011).

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The table below contains the categories of reliability tests used to determine the level of reliability of the questionnaire.

Table III. 6
Reliability

Cronbach's Alpha	No Items
0.908	15

Cronbach's alpha was found to be 0.908 in the table above. The value was higher than the Cronbach's alpha standard of 0.60. As a result, it can be concluded that the questionnaire was reliable and the level was very high.

F. Technique of Data Analysis

Table III. 7
Rating of Students' Perception Interpretation

Value Range Likert Scale	Percentage	Category
5	80-100%	Very Positive
4	60-79.99%	Positive
3	40-59.99%	Uncertain
2	20-39.99%	Negative
1	0-19.99%	Very negative

After collecting data, the researcher analyzed those data based on student's questionnaire by using simple formula as follows (Hasan, 2003):

$$P = \frac{f}{n} \times 100\%$$

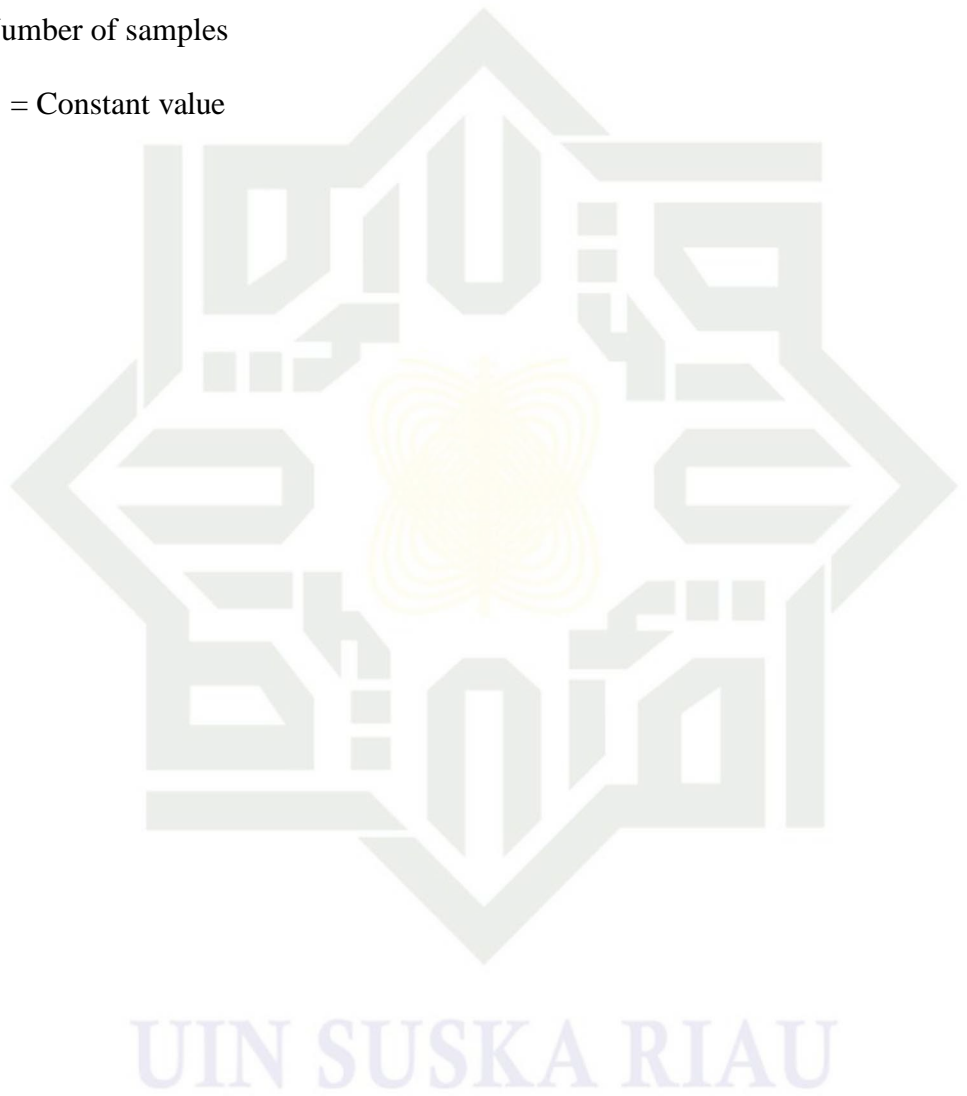
$P =$

Percentage $f =$

Frequency

$n =$ Number of samples

100% = Constant value



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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of the questionnaire, the research concludes that small group discussion has many benefits for both teachers and students. It can be applied as a tool to do Interpretive reading. Based on the findings and discussions in the preceding chapters, the researcher concluded that students' perceptions on using small group discussion for interpretive reading were classified as a positive

B. Suggestion

Based on the previous findings, some suggestions can be given to the English teacher, English learners, further researcher, and also schools.

1. English Teachers

English teachers should incorporate fascinating strategies or procedures into their reading lessons. In order to teach and learn effectively, they must select an appropriate approach or methodology. They can use small group discussions to teach reading. When used in class, learners feel more engaged in the material and can lower their anxiety about learning to read.

2. English Learners

English learners can practice their interpretive reading' using Small Group Discussion. Students can collaborate, exchange, and explain their ideas and knowledge to solve reading tests.

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3. Further Researchers

This research can be used to support other research regarding the use of Small Group Discussion in learners' interpretive reading. However, this research still has deficiencies but to fill these deficiencies, further research can be able to teach other language skills, such as writing, listening, speaking, etc. using Small Group Discussion. The research method used can be a qualitative research method. In addition, future researchers can also use other theories in dividing students into small groups so that the results obtained may be different from this study.

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APPENDIX 1

Research Instrument

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APPENDIX 1

SKALA LIKERT :

- 1 Stongly disagree
- 2 disagree
- 3 neutral
- 4 agree
- 5 strongly agree

No	Statement	1	2	3	4	5
1	I enjoy participating in small group discussions in reading classes (saya senang mengikuti kegiatan diskusi kelompok kecil dalam kelas membaca)					
2	Small group discussions help me become more active in learning(diskusi kelompok kecil membantu saya lebih aktif dalam proses belajar)					
3	I Feel comfortable expressing my ideas during group discussion (saya merasa nyaman mengungkapkan pendapat saat diskusi kelompok kecil)					
4	Group discussion are more engaging than traditional lectures(diskusi kelompok lebih menarik daripada ceramah dosen)					
5	Small group discussion helps me understand the reading material beter (diskusi kelompok kecil membantu saya memahami isi bacaan lebih baik)					
6	I can identify the main ideas of texts more easily through group discussion (saya bisa menangkap ide utama bacaan dengan bantuan teman dalam kelompok)					
7	I understand difficult vocabulary better through discussion with peers (melalui diskusi, saya lebih memahami kosa kata yang sulit dalam teks)					
8	My reading comprehension improves after participating in group discussion (pemahaman saya terhadap teks meningkat setelah berdiskusi dalam kelompok)					
9	All members in my group contribute actively					

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	during discussions (semua anggota kelompok saya aktif berkontribusi saat diskusi)					
10	I learn from my classmates perspectives during discussion (saya belajar dari perspektif teman teman saat berdiskusi)					
11	Group discussions increase my self confidence (diskusi kelompok meningkatkan rasa percaya diri saya)					
12	I feel sense of communiy and belonging during small group discussion (saya merasa menjadi bagian dari komunitas belajar saat berdiskusi kelompok)					
13	Sometimes discussions are ineffective due to lack of participation (terkadang diskusi tidak efektif karna kurangnya partisipasi)					
14	I have difficulty understanding others' opinions during groups work (saya mengalami kesulitan dalam memahami pendapat teman lain)					
15	Differences in language proficiency affect the quality of group discussion(perbedaan kemampuan bahasa dalam kelompok mempengaruhi jalannya diskusi)					

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APPENDIX 2

Students' Responses of the Questionnaire

UIN SUSKA RIAU

Appendix 2

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15
Responden 1	5	4	4	4	4	4	5	4	4	4	4	4	5	5	4
Responden 2	4	4	4	5	4	4	4	4	4	5	4	4	4	4	4
Responden 3	5	4	5	4	5	5	5	4	5	4	5	5	5	5	5
Responden 4	4	4	4	5	5	4	4	4	4	5	5	4	5	4	5
Responden 5	5	4	5	4	4	4	5	4	5	4	4	4	5	5	4
Responden 6	4	4	4	5	5	5	4	4	4	5	5	5	4	4	5
Responden 7	5	4	5	4	4	4	5	4	5	4	4	4	5	5	4
Responden 8	4	4	4	5	5	5	4	4	4	5	5	5	5	4	5
Responden 9	5	5	5	5	5	4	5	5	5	5	5	4	4	5	5
Responden 10	5	4	4	4	5	5	5	4	4	4	5	5	5	4	5
Responden 11	4	4	5	5	4	4	4	4	5	5	4	4	5	5	4
Responden 12	5	4	4	4	5	4	5	4	4	4	5	4	4	4	5
Responden 13	5	4	5	5	5	5	5	4	5	5	5	5	5	3	5
Responden 14	4	5	5	5	4	4	4	5	5	5	4	4	4	4	4
Responden 15	5	5	5	4	5	5	5	5	5	4	5	5	5	5	5
Responden 16	5	5	5	5	5	4	5	5	5	5	5	4	4	4	5
Responden 17	4	5	5	4	4	5	4	5	5	4	4	5	5	3	4
Responden 18	5	3	5	4	5	4	5	3	5	4	5	4	4	3	5
Responden 19	5	5	5	4	4	5	5	5	5	4	4	5	5	3	4
Responden 20	4	5	5	5	5	4	4	5	5	5	5	4	4	4	5
Responden 21	4	5	5	4	4	4	4	5	5	4	4	4	5	4	4
Responden 22	4	3	5	4	5	5	4	3	5	4	5	5	4	3	5

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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

Responden 22															
Responden 23	4	5	5	5	4	4	4	5	5	5	4	4	5	4	4
Responden 24	4	4	5	4	5	5	4	4	5	4	5	5	4	3	5
Responden 25	5	5	5	4	4	4	5	5	5	4	4	4	5	4	4
Responden 26	4	4	5	5	5	4	4	4	5	5	5	4	4	3	5
Responden 27	4	5	5	4	4	5	4	5	5	4	4	5	5	4	4
Responden 28	4	4	4	5	5	4	4	4	4	5	5	4	4	3	5
Responden 29	5	4	3	4	4	5	5	4	3	4	4	5	5	4	4
Responden 30	4	5	5	5	5	4	4	5	5	5	5	4	4	3	5
Responden 31	5	5	4	4	4	5	5	5	4	4	4	5	5	4	4
Responden 32	4	4	3	4	5	4	4	4	3	4	5	4	4	3	5
Responden 33	4	4	3	5	4	5	4	4	3	5	4	5	5	4	4
Responden 34	5	4	4	4	5	4	5	4	4	4	5	4	4	3	5
Responden 35	4	4	3	3	4	5	4	4	3	3	4	5	3	4	4
Responden 36	3	4	4	3	5	4	3	4	4	3	5	4	4	3	5
Responden 37	5	4	3	3	4	5	5	4	3	3	4	5	4	4	4
Responden 38	3	4	4	4	5	4	3	4	4	4	5	4	3	2	5
Responden 39	4	5	2	4	4	5	4	5	2	4	4	5	4	5	4
Responden 40	3	5	4	3	3	4	3	5	4	3	3	4	3	4	3
Responden 41	5	4	4	4	4	5	5	4	4	4	4	5	4	3	4
Responden 42	3	4	4	3	4	3	3	4	4	3	4	3	4	3	4
Responden 43	5	5	4	4	3	5	5	5	4	4	3	5	3	3	3
Responden 44	4	4	4	3	4	4	4	4	4	3	4	4	4	4	4
Responden 45	3	5	4	4	3	5	3	5	4	4	3	5	4	4	3

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- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

45																
Responden	5	4	4	3	4	3	5	4	4	3	4	3	4	3	4	
46																
Responden	3	5	4	4	4	5	3	5	4	4	4	5	4	4	4	
47																
Responden	4	4	4	3	3	5	4	4	4	3	3	5	4	3	3	
48																
Responden	4	5	4	4	4	4	4	5	4	4	4	4	4	4	4	
49																
Responden	4	5	4	3	4	4	4	5	4	3	4	4	4	3	4	
50																
Responden	4	5	4	4	4	5	4	5	4	4	4	5	4	4	4	
51																
Responden	4	4	4	3	4	3	4	4	4	3	4	3	4	3	4	
52																
Responden	4	5	4	4	4	4	4	5	4	4	4	4	3	4	4	
53																
Responden	4	5	4	3	4	3	4	5	4	3	4	3	4	3	4	
54																
Responden	4	5	4	4	4	3	4	5	4	4	4	3	3	4	4	
55																
Responden	4	4	4	2	4	3	4	4	4	2	4	3	4	3	4	
56																



APPENDIX 3

Recommendation Letters

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APPENDIX 3

Pekanbaru, 9 juli 2025

Hal : Permohonan SK pembimbing

Lampiran : -

Kepada
Yth. Dekan
Fakultas Tarbiyah dan Keguruan
UIN SUSKA RIAU
Di Pekanbaru

Assalamualaikum Wr. Wb

Dengan Hormat,

Saya yang bertanda tangan dibawah ini :

Nama : M. Ali Arieful Fikri
NIM / HP : 11810412521 / 0823532043207
Tempat / tanggal lahir : Pekanbaru / 05 September 1999
Semester / Tahun : XIV / 2025
Jurusan : Pendidikan Bahasa Inggris

Dengan ini saya mengajukan kepada bapak/ ibu permohonan SK pembimbing dengan judul **"STUDENTS' PERCEPTION OF USING SMALL GROUP DISCUSSION ON READING COMPREHENSION AT DEPARTMENT OF ENGLISH EDUCATION"**
Adapun pembimbing yang direkomendasikan oleh ketua jurusan adalah Nurdiana, S.Pd.I, M.Pd

Dengan ini saya melampirkan sebagai persyaratan :

1. Foto copy kartu tanda mahasiswa
2. Foto copy kartu rencana study
3. Foto copy kartu hasil study
4. Foto copy synopsis

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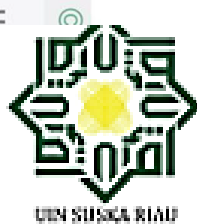
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M. Ali Arieful Fikri
NIM. 11810412521



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
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Nomor : B-12869/Un.04/F.II.1/PP.00.9/07/2025

Pekanbaru, 10 Juli 2025

Sifat : Biasa

Lampiran : -

Hal : *Pembimbing Skripsi*

Kepada Yth.
Nurdiana,S.Pd.I., M.Pd
Dosen Fakultas Tarbiyah dan Keguruan
Universitas Islam Negeri Sultan Syarif Kasim Riau

Assalamu 'alaikum warrahmatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : M. ALI ARIEFUL FIKRI
NIM : 11810412521
Jurusan : Pendidikan Bahasa Inggris
Judul : Students' Perception Of Using Small Group Discussion On Reading Comprehension At Department Of English Education
Waktu : 6 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris Redaksi dan Teknik Penulisan Skripsi, sebagaimana yang sudah ditentukan. Atas kesediaan Saudara diaturkan terimakasih.



Wassalam
Dekan,

Prof. Dr. Amirah Dintaty, M.Pd.Kons.
NIP. 19751115 200312 2 001

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Fax. 0761-561646 Web www.uin-suska.info tarbiyah, E-mail: tarbiyah-uinsuska@yahoo.com

LAMPIRAN BERITA ACARA UJIAN PROPOSAL

Nama : M. Ali Arieful Fikri
Nomor Induk Mahasiswa : 11810412521
Hari/ Tanggal : Selasa / 8 Juli 2025
Judul Proposal Penelitian :

NO	URAIAN PERBAIKAN
1.	Revise the title to be " The perception
2.	Revise the design !
3.	Revise the instrument!
4.	Revise the population & sample!
5.	Revise the references!
6.	Revise the citation!

Penguji I

Pekanbaru, 8 Juli 2025
Penguji II


Dr. Faurina Anastasia, S.S., M.Hum


Kurnia Budiganti, M.Pd

Note:

Dengan harapan Dosen Pembimbing dapat memperhatikan keputusan seminar ini dalam memperbaiki proposal mahasiswa yang dibimbing

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Nomor : B-12812/Un.04/F.II.3/PP.00.9/2025
Sifat : Biasa
Lamp. : -
Hal : *Mohon Izin Melakukan PraRiset*

Pekanbaru, 09 Juli 2025

Yth : Kajar Pendidikan Bahasa Inggris
Fakultas Tarbiyah dan Keguruan
Uin Suska Riau
di
Tempat

Assalamu'alaikum Warhamatullahi Wabarakatuh

Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : **M. Ali Arieful Fikri**
NIM : 11810412521
Semester/Tahun : XIV (Empat Belas)/ 2025
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan Prariset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.



Wassalam,
Dekan

Prof. Dr. Amirah Diniaty, M.Pd. Kons.
NIP. 19751115 200312 2 001



UIN SUSKA RIAU

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Fax. 0761-561646 Web:www.uin-suska.info/tarbiyah, E-mail: tarbiyah-uinsuska@yahoo.com

SURAT KETERANGAN

Pekanbaru, 10 Juli 2025

Assalamu'alaikum Warahmatullahi Wabarakatuh

Yang bertanda tangan dibawah ini Ketua Jurusan Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini menerangkan bahwa :

Nama	: M. Ali Arieful Fikri
NIM	: 11810412521
Pendidikan	: S1 Pendidikan Bahasa Inggris
Judul Penelitian	: Students' Perception of Using Small Group Discussion on Reading Comprehension At Departement of English Education

Nama yang bersangkutan di atas diizinkan melakukan Pra Riset di Jurusan Pendidikan Bahasa Inggris sesuai dengan judul penelitian tersebut.

Demikianlah surat keterangan ini kami buat untuk dapat di pergunakan sebagaimana mestinya.

Ketua Program Studi
Pendidikan Bahasa Inggris


Dr. Eaurina Anastasia, M.Hum
NIP. 198106112008012017

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Pekanbaru, 15 Juli 2025

Hal : Pergantian Judul

Lampiran : -

Kepada
Yth. Dekan
Fakultas Tarbiyah dan Keguruan
UIN SUSKA RIAU
Di Pekanbaru

Assalamualaikum Wr. Wb

Dengan Hormat,

Saya yang bertanda tangan dibawah ini :


Nama : M. Ali Arieful Fikri
NIM / HP : 11810412521/082296917505
Tempat / tanggal lahir : Pekanbaru/ 05 September 1999
Semester / Tahun : VIX/ 2025
Jurusan : Pendidikan Bahasa Inggris
Dosen Pembimbing : Nurdiana, S.Pd.I., M.Pd

Berdasarkan Rekomendasi Dosen Pembimbing, Dengan Ini Saya Mengajukan Kepada Bapak/ Ibu Permohonan Pergantian Judul Dari **“STUDENTS’ PERCEPTION OF USING SMALL GROUP DISCUSSION ON READING COMPREHENSION AT DEPARTMENT OF ENGLISH EDUCATION”** Menjadi **“STUDENTS’ PERCEPTION OF USING SMALL GROUP DISCUSSION IN INTERPRETIVE READING CLASS AT DEPARTMENT OF ENGLISH EDUCATION”**. Dengan Demikian Surat Permohonan Ini Saya Sampaikan Sekiranya Bapak/ Ibu Dapat Mempertimbangkan, Atas Perhatian Saya Ucapkan Terima Kasih.

MENGETAHUI
Ketua Jurusan


Dr. Faurina Anastasia, S.S., M.Hum.
NIP. 198106112008012017

Hormat Saya,


M. Ali Arieful Fikri
NIM.11810412521



APPENDIX 4

Documentation

UIN SUSKA RIAU

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APPENDIX 4

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Formulir tanpa judul

QUESTIONNAIRE

This Questionnaires for research only and does not affect your grade

(ini hanya untuk keperluan penelitian dan tidak mempengaruhi nilai kamu)

Please write your name and class

(tuliskan nama dan kelas kamu)

please read and understand each item of the following questionnaires before giving answer
(baca dan pahami setiap pernyataan/ pertanyaan sebelum memberikan jawaban)

there are five answers in this questionnaires

1. Strongly Agree : *Sangat Setuju*
2. Agree : *Setuju*
3. Neutral : *Netral*
4. Disagree : *Tidak Setuju*
5. Strongly Disagree : *Sangat Tidak Setuju*

Put a checklist (v) mark for answer that you choose

(silahkan berikan tanda (v) untuk jawaban yang kamu pilih)

UIN SUSKA RIAU



Hak

1. Di

2. Diarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

I enjoy participating in small group discussions in reading classes (*saya senang mengikuti kegiatan diskusi kelompok kecil dalam kelas membaca*)

- ☐ Strongly Agree : Sangat Setuju
- ☐ Agree : Setuju
- ☐ Neutral : Netral
- ☐ Disagree : Tidak Setuju
- ☐ Strongly Disagree : Sangat Tidak Setuju

Small group discussions help me become more active in learning (*diskusi kelompok kecil membantu saya lebih aktif dalam proses belajar*)

- ☐ Strongly Agree : Sangat Setuju
- ☐ Agree : Setuju
- ☐ Neutral : Netral
- ☐ Disagree : Tidak Setuju
- ☐ Strongly Disagree : Sangat Tidak Setuju

I Feel comfortable expressing my ideas during group discussion (*saya merasa nyaman mengungkapkan pendapat saat diskusi kelompok kecil*)

- ☐ Strongly Agree : Sangat Setuju
- ☐ Agree : Setuju
- ☐ Neutral : Netral
- ☐ Disagree : Tidak Setuju
- ☐ Strongly Disagree : Sangat Tidak Setuju

Group discussion are more engaging than traditional lectures (*diskusi kelompok lebih menarik daripada ceramah dosen*)

- ☐ Strongly Agree : Sangat Setuju
- ☐ Agree : Setuju
- ☐ Neutral : Netral
- ☐ Disagree : Tidak Setuju
- ☐ Strongly Disagree : Sangat Tidak Setuju



Hak

1. D

a.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Small group discussion helps me understand the reading material better
(diskusi kelompok kecil membantu saya memahami isi bacaan lebih baik)

- ☐ Strongly Agree : Sangat Setuju
- ☐ Agree : Setuju
- ☐ Neutral : Netral
- ☐ Disagree : Tidak Setuju
- ☐ Strongly Disagree : Sangat Tidak Setuju

I can identify the main ideas of texts more easily through group discussion (saya bisa menangkap ide utama bacaan dengan bantuan teman dalam kelompok)

- ☐ Strongly Agree : Sangat Setuju
- ☐ Agree : Setuju
- ☐ Neutral : Netral
- ☐ Disagree : Tidak Setuju
- ☐ Strongly Disagree : Sangat Tidak Setuju

I understand difficult vocabulary better through discussion with peers (melalui diskusi, saya lebih memahami kosa kata yang sulit dalam teks)

- ☐ Strongly Agree : Sangat Setuju
- ☐ Agree : Setuju
- ☐ Neutral : Netral
- ☐ Disagree : Tidak Setuju
- ☐ Strongly Disagree : Sangat Tidak Setuju

My reading comprehension improves after participating in group discussion (pemahaman saya terhadap teks meningkat setelah berdiskusi dalam kelompok)

- ☐ Strongly Agree : Sangat Setuju
- ☐ Agree : Setuju
- ☐ Neutral : Netral
- ☐ Disagree : Tidak Setuju
- ☐ Strongly Disagree : Sangat Tidak Setuju



All members in my group contribute actively during discussions (*semua anggota kelompok saya aktif berkontribusi saat diskusi*)

- ☐ Strongly Agree : Sangat Setuju
- ☐ Agree : Setuju
- ☐ Neutral : Netral
- ☐ Disagree : Tidak Setuju
- ☐ Strongly Disagree : Sangat Tidak Setuju

I learn from my classmates perspectives during discussion (*saya belajar dari perspektif teman teman saat berdiskusi*)

- ☐ Strongly Agree : Sangat Setuju
- ☐ Agree : Setuju
- ☐ Neutral : Netral
- ☐ Disagree : Tidak Setuju
- ☐ Strongly Disagree : Sangat Tidak Setuju

Sometimes discussions are ineffective due to lack of participation (*terkadang diskusi tidak efektif karna kurangnya partisipasi*)

- ☐ Strongly Agree : Sangat Setuju
- ☐ Agree : Setuju
- ☐ Neutral : Netral
- ☐ Disagree : Tidak Setuju
- ☐ Strongly Disagree : Sangat Tidak Setuju

I have difficulty understanding others' opinions during groups work (*saya mengalami kesulitan dalam memahami pendapat teman lain*)

- ☐ Strongly Agree : Sangat Setuju
- ☐ Agree : Setuju
- ☐ Neutral : Netral
- ☐ Disagree : Tidak Setuju
- ☐ Strongly Disagree : Sangat Tidak Setuju

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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

Group discussions increase my self confidence (*diskusi kelompok meningkatkan rasa percaya diri saya*)

- ☐ Strongly Agree : Sangat Setuju
- ☐ Agree : Setuju
- ☐ Neutral : Netral
- ☐ Disagree : Tidak Setuju
- ☐ Strongly Disagree : Sangat Tidak Setuju

I feel sense of communiy and belonging during small group discussion (*saya merasa menjadi bagian dari komunitas belajar saat berdiskusi kelompok*)

- ☐ Strongly Agree : Sangat Setuju
- ☐ Agree : Setuju
- ☐ Neutral : Netral
- ☐ Disagree : Tidak Setuju
- ☐ Strongly Disagree : Sangat Tidak Setuju

Sometimes discussions are ineffective due to lack of participation (*terkadang diskusi tidak efektif karna kurangnya partisipasi*)

- ☐ Strongly Agree : Sangat Setuju
- ☐ Agree : Setuju
- ☐ Neutral : Netral
- ☐ Disagree : Tidak Setuju
- ☐ Strongly Disagree : Sangat Tidak Setuju

I have difficulty understanding others' opinions during groups work (*saya mengalami kesulitan dalam memahami pendapat teman lain*)

- ☐ Strongly Agree : Sangat Setuju
- ☐ Agree : Setuju
- ☐ Neutral : Netral
- ☐ Disagree : Tidak Setuju
- ☐ Strongly Disagree : Sangat Tidak Setuju

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Differences in language proficiency affect the quality of group discussion(*perbedaan kemampuan bahasa dalam kelompok mempengaruhi jalannya diskusi*)

- ☐ Strongly Agree : Sangat Setuju
- ☐ Agree : Setuju
- ☐ Neutral : Netral
- ☐ Disagree : Tidak Setuju
- ☐ Strongly Disagree : Sangat Tidak Setuju

Kirim

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2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

CURRICULUM VITAE

M. ALI ARIEFUL FIKRI was born in Pekan Sabtu, September 5th, 1999. He is the 1st son of Mr. Ali Syahril and Mrs. Elfianis. In 2012, He has finished his study at SDN 02 Bukik Sikumpa. In 2015, He finished his study at MTsN Gadut Bunga Setangkai and continued to MAN 2 Payakumbuh. In 2018, He was accepted to become one of the students in Department of English Education, Faculty of Education and Teacher Training, Uin Suska Riau. In 2021, he did KKN-DR Program in Sikabu-Kabu, Payakumbuh. Then, He did teach practice program (PPL) at SMAN 2 Payakumbuh on October-December 2021. To fulfill one of the requirements for bachelor degree in Department of English Education, He conducted the research on July 2025 by the thesis entitled “Students’ Perception of Using Small Group Discussion in Interpretive Reading Class at Department of English Education”.