

CHAPTER II

LITERATURE REVIEW

Theoretical Review

1. The Nature of Reading

a. Definition of Teaching Learning Reading skill

Receiving communications is done and done through the process of reading. Communicating the meaning inferred or conveyed in written symbols is a way to communicate with oneself and occasionally with others. – Tarigan,1985). Based on the above theory, another theory says that "Reading is an activity whose primary goal is to help one comprehend the message it contains. Sooner or later in the reading, the emphasis is more on comprehending the material than on the aesthetic" (Resmini and Juanda, 2007:80)

Reading is an activity carried out to achieve students reading skills. By directing a number of notions of observing and remembering. Reading has a significant impact on the activity of written communication (Abidin, 2012:4)

One of the critical written language skills is reading, because reading can receive information about sciences as well as new experiences. Reading is also defined as an activity carried out to obtain ideas, conclusions and various views from the author through written evidence (Abdul Jalil and Elmustin, 2006:66).

One of the more complicated tasks, reading also incorporates visual, cognitive, psycholinguistic, and metacognitive processes in addition to reading and writing. The process of turning written symbols into spoken words is a visual aspect of reading. Reading involves a variety of cognitive processes, including word recognition, literal comprehension, inter-achievement, critical reading, and creative comprehension. Reading words while using a dictionary might be a word recognition activity (Farida Rahim, 2008:2).

b. Purpose of Reading

Finding and obtaining information, covering content, comprehending the meaning of reading, and understanding meanings that are directly related to the aim of reading are the basic goals of reading (Tarigan, 2008:9)

A person doing reading activities has the aim of getting more information, accurate and able to understand every word or sentence read. Here are some of the importance of reading:

- 1) Reading for information or facts
- 2) Skimming for the primary concept
- 3) Reading to determine the plot summary or overall arrangement of the story
- 4) Reading to the end of the information
- 5) Classifying and elaborating through reading
- 6) Reading for evaluation and assessment
- 7) Comparing and contrasting texts

Basically reading aims to find and obtain messages or understand meaning through reading (Dalman, 2017: 13). mentions the five purposes of reading as follows:

- 1) Distinguish important material from unimportant material. The purpose of this sentence is reading can understand the material that distinguishes the most important things and the things that are not important.

- 2) Distinguish between relevant information and irrelevant information. Reading can find information that is related to one another.

Distinguishing ideas based on explanations and examples means that after reading the text, you will find ideas in the reading and mention the examples requested

- 3) Understand you between sentences, understand the meaning in each sentence you read.

- 4) Reading predictions, Reading can predict important events or things in the read.

Reading objectives will increase students comprehension of reading. In reading there is a close relationship between the purpose of reading and the reading ability of students. Students are required to be skilled according to the objectives to the attained

The purpose of reading is indeed does vary, depending on various reading situations and conditions. Akmad (1991: 24-25) in this goal can be distinguished as follows:

- 1) One of the purposes of read is to get information.
- 2) There are people who reading with the aim of self-image increase. They probably reading the work of famous writers, not because they are interested in the work but so that person can give yourself a start
- 3) Some people reading to get away from reality, for example when feels bored, sad, even hopeless.
- 4) It is also possible that people choose to reading for recreational purposes, such as fun or entertainment, such as watching movies or travelling. The read chosen for this purpose are light read or similar reading that he likes, for example stories about love, trip, and Etc.
- 5) Another possibility, people read without any purpose because idly don't know what to do, so just to get in way time.
- 6) The purpose of a high reading is to seek the values of beauty or aesthetic experience and life values. Tarigan (1979: 9–10) reads as a language skill

Describes some things about the purpose of read are as follows:

- 1) Read aims obtain facts about behavior
Behavior carried out by actors in the discourse concerned.
- 2) Reading aims to find out the main impressions experienced by Actors on the way to reach the destination.

- 3) Reading also aims to find out the purpose and plot of the story (storyline)

The entire reading is read from the beginning to the end of the story.

- 4) Reading aims to find conclusions about changes in behavior
Shown by the author through reading.
- 5) Reading also aims to classify a story that
Shown by the author.
- 6) Reading aims to assess the lives of the main actors who are told.
- 7) Reading aims to compare the lives of the characters in the reading with the life of the reader.

Anderson in Tarigan (1994: 11) suggests several reading purposes:

- 1) Read for details or facts.

Where to read about discoveries or to find them. discoveries made by the character, including any discoveries made by the character, what occurred to the character, or for resolving issues the character caused. Reading for specifics or facts is what is meant by this.

- 2) Reading for main idea.
Read on to see why this is a good topic and an intriguing story, the issues raised, what the character learns or experiences, and a summary of what the character does to achieve his goal.
- 3) Read on to find out the order or setting in the organization of the story.

Reading this will allow you to learn what happened in the first, second, third, and so on stages of the story, each of which is designed to resolve issues and create dramatic scenes and happenings.

- 4) Reading to concluded or reference

purposes of reading discover and understand the reasons for the characters' emotions, as well as how the author presents the content to the reader.

5) Reading to classify.

Reading aims a discovering and knowing something different, different about the characters, what funny on the narrative, whether it is accurate or not

6) Evaluating reading, evaluating reading

Reading aims to find the character to succeed or live with certain sizes, whether by doing as the characters do, or working the way the characters work on the story

6) Read to compare or contrast

Reading aims at discovering how characters change, how their lives differ using the lives, how the two tales are comparable, and whether the protagonist resembles the reader.

Besides the purpose of reading that has been described above, according to Waples (Tarigan 1994:13) The reading's objectives include:

- 1) Reading aims to provide useful information.
- 2) Reading strives to develop comparative knowledge with others in the social environment.
- 3) Upholding ideals or principles.
- 4) Replacing an outdated aesthetic experience.
- 5) Reading to avoid trouble, fear or disease certain.

As stated above, what is the essence is the primary component of reading, of its goal. Setting clear objectives will inspire or motivate a person internally. A reader who is completely aware of the goal of reading and who uses it to focus their critical thinking toward processing reading content in order to feel fulfillment inside reads.

c. Benefits of Reading

Many benefits are gained from reading. By reading students can expand knowledge, add information for themselves, increase knowledge and add ideas. So obviously the reading is huge towards improving a student's way of thinking.

According to Gray and Rogers in zaif (2011) Mentioning some of the benefits of reading readings include:

1) Improve students self-development.

Through reading, student's expand their knowledge so that their critical thinking skills grow and they have a broad perspective that will help them and others.

2) Satisfy intellectual requirements

Filling your reading time with books, as well as other reading materials like letters and news, as well as online articles, will help you learn more, build your vocabulary, and develop your imagination and analytical thinking skills.

3) Fulfill your passion for life by reading

Student will acquire ideas of practical knowledge useful in everyday life

4) Increase students' interest in a field

Knowing the real thing, by reading students can find out the events that occur in the surrounding environment and around the world that may be related to the subject matter, so that students can apply to real life.

Anderson in Tarigan (1994:14) there are several benefits of reading including the following:

1) Reading is a process of mental activity, unlike sitting in front of a box (Tv, Radio, etc.) reading makes the brain work. When reading, students will be forced to think about many things that

are not yet known. In this case, students will use their brain cells to think and become more and more pinned.

2) Reading will increase students vocabulary

Students will persuppose meaningful word sounds (as yet unknown) . Reading by understanding context of the different word from a book sentences, especially the opposing one will reveal so many students may not know much of the word.

3) Reading can improve students concentration and focus

It is required that students concentrate on the book being read. Unlike periodicals, the material found on the internet or in emails is generally brief. The entire story is told in this book. As a result, reading requires concentration, which helps the brain become more adept at it..

4) Building confidence

Students gain knowledge as students read more. Gaining more knowledge will help people develop their confidence.

5) Improves memories

This demonstrates the claim made by numerous research that memory loss can occur if it isn't used. The crossword puzzle is one instance of a word game that helps fend off Alzheimer's disease. However, it's not a game. In the same way, it aids in capturing the "muscles" of our memory. Reading it requires the reader to recall the specifics, facts, literary pictures, story's storyline, topic, or protagonist.

6) Strengthen discipline

All know that reading should be done when you have time. However, who schedules time each day to read a book? Just a little bit. thus increasing activity. Adding reading to your routine and following up on it will increase discipline.

7) Boost creativity

Read about the variety of life and be open to learning new things. Because the brain will incorporate these innovations into the thinking process, it will aid in the development of the creative side of the brain.

d. The Aspect of Reading

Reading requires a variety of other modest talents, making it a complex skill. As an overview, Tarigan (2008: 14) identifies two crucial components of reading::

- a. When deemed to be of a lower order, mechanical talents are a. It includes the following aspects: Recognition of letter forms
- b. Orientation to linguistic components (phonemes or graphemes, words, phrases, clause patterns, sentences, and others);
- c. Recognition of the relationship or responsiveness of spelling patterns, sounds, and letters
- d. Higher order comprehension abilities that might be regarded as such. These features consist of: sluggish reading pace
- e. Understanding basic lexical, grammatical, and rhetorical meanings
- f. Comprehend the significance or meaning;
- g. Evaluate or appraise the form and substance.
- h. A flexible reading speed that can be quickly changed to suit the situation.

e. Micro and Macro Skills in Reading

According to Brown (2004: 187–188), he exhibited the following deviations in his micro- and macro-reading abilities.:

1) Micro skills

- a) Distinguishing between typical grapheme and English orthographic patterns.
- b) Maintain chunks of language of different speeds to fit their purpose

- c) Complete writing tasks quickly and effectively in accordance with the objectives.
 - d) Determine the meaning of the word's sequence patterns and its essential components.
 - e) Recognize a variety of grammatical word classes, such as nouns and verbs, as well as systems (such as tenses, agreements, and pluralization), patterns, rules, and elliptical forms..
 - f) Be aware that different grammatical forms might be used to communicate different meanings.
 - g) Recognize the function of cohesive devices in written discourse in indicating the relationships between and within clauses.
- 2) Macro skills
- a) Understand the rhetorical elements of written discourse and their role in interpretation.
 - b) Recognize how written text communicates information in accordance with its format and purpose..
 - c) Use prior knowledge to infer implicit context.
 - d) Regarding the ideas, events, etc. Determine relationships between events, infer causes and effects, and identify connections between concepts, new knowledge, generalizations, and instances, for example..
 - e) Separate literal meanings from implicit implications.
 - f) Recognize references that are distinctive to a culture and interpret them in light of relevant cultural schemata.
 - g) By learning and utilizing a variety of reading techniques, such as scanning and skimming, spotting discourse markers, inferring word meanings from context, and activating text-interpreting schemata.

3) Step to Read

From the very beginning of reading instruction to reading comprehension, there are seven key steps. the following:

Step 1: Teach the sounds with each letters:

To develop phonemic awareness, students must learn about individual sounds in words, the fact that words are made up of little sound components, and the connection between letters and spoken sounds..

In emphasizing the sound make sure the end as well as the beginning of the sound are clearer. Listening to the sound to end is sometimes overlooked, but it is very important.

Step 2: Teach voice mixes:

Mixed sounds like st, fl, dr, sh, etc. should be highlighted, as well as digraphs like ch, ck, and ph. Together, these letters create unique sounds, or phonemes..

Step 3: Teach complete words.:

Utilizing sound-symbol correlations is necessary for whole-word recognition and word identification. This is a crucial ability that deserves to be mastered. In this period, word families like bat, cat, pat, and sat are crucial. This stage of word reading calls for more focus on the vocals, especially when distinguishing between short /i/ and short /e/ (as in /pit/ and /pet/) throughout the process..

Some sight words are acquired randomly or via daily use. EFL students may recognize and appear to "read" signage and commercials for brands like NIKE, Pepsi, and other names just by looking at them..

Here are some resources that can be used to advertise
Here are some resources for ELF students:

1. Games involving words, such as matching and word searches.
2. Readers with lots of sight words or flashcards.
3. Picture reference books.
4. Humorous poetry and rhymes

Step 4: Current meanings:

Ensure that students are familiar with the definitions of any words they will read. There are many techniques for you to present meaning such as pictures, etc. In this case you can check the understanding of meaning. Examine words that sound the same but have distinct spellings and meanings with your kids to see if they can identify the differences in meaning.

Step 5: the word components; teach it:

It is crucial to teach pupils about word components such as prefixes, roots, suffixes, and word origins. Knowing these passages will make it simpler for students to comprehend more complex text. For instance, a primary school student who is familiar with the definitions of "bed" and "room" will comprehend the meaning of "bedroom" with ease.

Step 6: Describe words in context:

Students are given the encouragement to put words in context which is a very powerful strategy. Students can use words in sentences and can demonstrate reading mastery as well as language use.

Step 7: Teach comprehension in reading

Learning to read and comprehend factual materials is crucial for teaching reading comprehension. You can employ

several crucial methods for assessing pupils' reading comprehension by asking them to:

1. Summarize, retell, or paraphrase what you have read.
2. Form judgments or draw conclusions.
3. Arrange events.
4. Contrast and compare, etc.

2. The Nature of Small Group Discussion

a. Definition of Small Group Discussion

Several ways of guiding students in learning can create a more creative environment. One of these strategies is to use small group discussion. As long as learning is carried out in class, this can expand the material presented in other forms. This strategy requires a strong role from students to work together in small group discussion in order to study, explore, research, engage in small group discussion and reach conclusion. This small group discussion relatively short and can be used many times during class learning. By using this strategy, discussions can foster deep thinking and students are expected to express ideas in their groups, sometimes students have difficulty taking part, especially those who lack confidence or feel pressured to speak in public. Working together can give students the chance to maximize both their own and one another's learning chances (Johnson et al., 2014), and it also makes use of the instructions. Small group discussions are a useful teaching strategy that may be utilized to engage all students and get them involved in the course material.

One method of instruction that involves having students work in groups of two to three people is small group discussion. Small groups are small members of students who work together through interaction whose independent relationships enable them to achieve learning objectives (Massachusetts: 200:4). Small group discussions are more effective when groups consist of 2-3 students. This makes it simple for

students to share their thoughts with other students. Students might be encouraged to practice being brave in front of others through small group discussions. When talking about the meanings of lengthy conversational conversations. Thus, when working in small groups, kids are more confident in sharing their own ideas. Students congregate in these groups to engage in dynamic discussions, flexible idea sharing, and meaningful engagement. The key takeaway from this debate is that members of the group arrange discussions to guarantee that everyone in the group participates. Additionally, it specifies that small groups consist of three or more students who can interact face-to-face and have a discussion. Small group discussion, in its simplest form, can be defined as a process in which three or more students from a group communicate ideas both orally and nonverbally in an effort to influence one another. Students congregate in these groups to engage in dynamic discussions, flexible idea sharing, and meaningful engagement. The key takeaway from this debate is that members of the group arrange discussions to guarantee that everyone in the group participates. Additionally, it specifies that small groups consist of three or more students who can interact face-to-face and have a discussion. Small group discussion, in its simplest form, can be defined as a process in which three or more students from a group communicate ideas both orally and nonverbally in an effort to influence one another.

4) Small-group discussion formats

According to Ernest W. Brewes (1997: 25-26) discusses three types, as follows:

1. Cooperative Study Groups

In cooperative learning, students collaborate in small groups to accomplish a common objective. The foundation of cooperative learning is the idea that group discussion helps individuals learn more. In order to obtain optimal learning, face-to-face connection

between participants is crucial. Responsibility to individuals in groups and skills between individuals and small groups are also significant goals of cooperative learning..

2. Group Problem Solving

Group discussion for collaboration, discovering, asking questions and thinking critically. For instance, there are participants that collaborate to find creative solutions to English language challenges. This group's objective is to choose the best option to use while solving a practical issue. The group investigates many solutions to a problem and evaluates them to determine the most effective one.

3. A group inquiry

With the use of an interest-based method, the teacher divides the class into smaller groups. Each group collects information and analyzes it according to a specific category. Each group then gets ready and presents learning outcomes by outlining their findings to the class. The procedure educates the group to cooperate, listen, and support one another's efforts and viewpoints. It is a teaching strategy for developing group skills and enhancing peer relationships.

c. Implementation of Small Group Discussion

The goal of the small group discussion is to assign responsibilities and communicate information to support the evidence and arrive at general conclusions based on the facts. When holding a small group discussion, many procedures will be done to achieve this (Diane Lapp, 1975:235-236). The steps for using small group discussions are as follows:

To begin, form groups that can work well together. Then, let each group arrange their desks in small circles as they continue to plan and decide on their project. The organization should elect a leader to carry out their plans, which is a fantastic concept. By

doing so, the group will have a full work experience and be able to deal with some of the issues that will inevitably occur when working together.

Separate the group members into small groups and assign them as group leaders in the second step. Individuals separated from the group can function effectively as group helpers in new, inexperienced groups.

Third, Assign tasks that are well defined and can be completed by providing early reinforcement. If the groups get the work done, Students will feel better about the group and their involvement in it.

Fourth, take turns working with each group. This is done so that children understand your concern and feel secure in the knowledge that your time is valuable to them. Continually and methodically discuss the "state of the project" with each group member while in communication with them. This may boost pupils' interest in learning.

Fifth, offer a variety of resource materials. Teachers may also offer students media materials like pictures, etc. to increase the informational substance so that all group members can understand the kids. Create media content so that group reports can be distributed.

Sixth, the students who have completed their assignment, Each group of students is required to report, discuss, and generate ideas for succinct and clear information sharing sessions based on the findings of small group discussions.

According to another source Robert A. Slavin (1995:213), Three sections will make up the group discussion, as follows:

- 1) Pre-discussion exercises: Pre-reading exercises were used to provide knowledge on the methods, steps, and tactics of discussions as well as the reading text to be discussed in

groups. In this exercise, the instructor provides a reading text example for group discussion and some questions. This activity lasts for 5 minutes.

- 2) 2) Activities that involve discussion while reading: During these activities, students read and have a small-group discussion about the reading text while responding to the teacher's questions. They then write about their own discussions on the paper the teacher gave them and present the results of their discussions to other groups in a panel discussion while other group members debate, clarify, offer their opinions, and offer criticism. The teacher should monitor the group conversations during discussion activities to ensure that each participant contributes to their own topics. The panel discussion lasts 30 minutes, while the small group discussion lasts 15 minutes.
- 3) 3) Post-discussion activities: During the post-discussion activities, the teacher compiles the results of the group discussions, comments on them, awards points to each group and its participants, may make any necessary corrections, and may randomly assign the group members with a number of oral questions. These exercises can be carried out over the course of several meetings with various reading texts that will be discussed in groups to assess the students' comprehension.

3. The Teacher Role in Small Group Discussion

The Teacher Role in Small Group Discussion. Another resource according Carolyn Kessler (1992:16-17). Based on this technique the teacher plays an important role in small group discussion, the teacher plays a significant role in small group discussions based on this strategy. The teacher's role is crucial in small group discussions.

- 1) The teacher as inquire

Teachers that use cooperative learning regularly examine and challenge their assumptions, attitudes, and beliefs. In the context of instructing in a multilingual, multiracial classroom, examining attitudes and beliefs held towards the culturally varied student, race, class, and minority language is especially significant.

2) Teacher as art

Teachers must know that the learning environment is highly regulated and well organized since the cooperative classroom is process-oriented. Johnson asserts that "the teacher's roles are as a creator, they are setting the social climate, planning and structuring the task, establishing the physical arrangement of the classroom, assigning materials and time".

3) The Teacher as Observe

The cooperative classroom teacher must continuously monitor how groups function. The teacher will be able to tell from observation whether a group's activities are more or less educational, whether the group is actually learning, or whether it has become mired in pointless work. When this happens, the teacher should step in and help the group refocus their efforts, alter their methods, and redefine their objectives. A thorough examination of the situation, the group in each interaction group, and whether or not the group environment supports each group's work and thinking is necessary for a successful facilitative intervention. Seeing and listening to the student is something that every teacher experiences. These activities can be formal and informal planned or unplanned.

4) The teacher as mediator

The term "role facilitator" denotes a teacher who is willing to step aside and offer the pupils a more significant role. It is preferred to use efficient facilities to step in and help with problem-solving. They encourage and support the students' desire to learn..

5) The educator as a force for change

The degree of teacher interaction with one another is closely related to the rate of change at the teacher level. Collaboration between teachers and students is best fostered..

4. The advantages and Disvantages of Small Group Discussion

The use of small group discussions has various benefits. In line with Febrina Nanung Siswanto's (2012 225–228) analysis.

- 1) Students practice self-taught skills, the most important one that teachers may assist students in learning.
- 2) Students have experience with similar teaching, in which they are required to comprehend more complex content than they typically do when asked to complete a test.
- 3) Enhanced creativity and multiple second language usage through varied learning methods.
- 4) The chance for students to serve as their own resource people, allowing them to participate more actively in their education.
- 5) Teachers have the freedom to develop their professional skills, particularly those that emphasize communicating with empathy.

The use of the small group discussion technique in the classroom has both benefits and drawbacks, as listed below:

- 1) Establishing a group requires time.
- 2) One or two groups will lose a section of the material if one or two students refuse to participate.
- 3) The teacher doesn't have to inspect every group at once if the class is unruly and she needs to regulate the children..

B. Previous Study

The researcher presents some of the findings from earlier, comparable investigations in this section. There have been numerous studies conducted in the past, including the following:

"Small Group Discussion Strategy Toward Students' Reading Comprehension of SMA Negeri II Bulukumba" is the title of the first pertinent study. Rahmat conducted this study, which employed a qualitative descriptive methodology. Students from SMA negeri II Bulukumba class XI served as the study's subjects. The experimental and control classes' pupils' pre- and post-test scores significantly differed in the study's findings. The average post-test score (77.3) in the experimental class is higher than the average test score (71.9) in the control class.

Second, the relevant study is titled "Small Group Discussion Method in Reading Comprehension in VIII Grade Students of SMP N 3 Bantul in Academic Year 2017/2018". Nurhadi Ningsih conducted research as of 2017. The case study research approach is combined with qualitative research in this study. This study focuses on the second-level students of SMP N 3 Bantul. The results showed a significant difference in the pupils' reading comprehension skills between the experimental class and the control class. The results of the independent sample tests used to test the hypothesis demonstrate that the control class's average value ($70.85 > 51.28$)

The use of small group discussion techniques is able to enhance student reading comprehension, according to the third pertinent study. Gerry Kahusa's research was done in 2021. Therefore, a study used an experimental design with a pre- and post-test on one group. The findings of this study demonstrate that small group discussions are successful in raising students' reading comprehension, as seen by the higher post-test scores than the pre-test scores. The average pre-test score was 4,14, and the average pre-test value was 6,64.

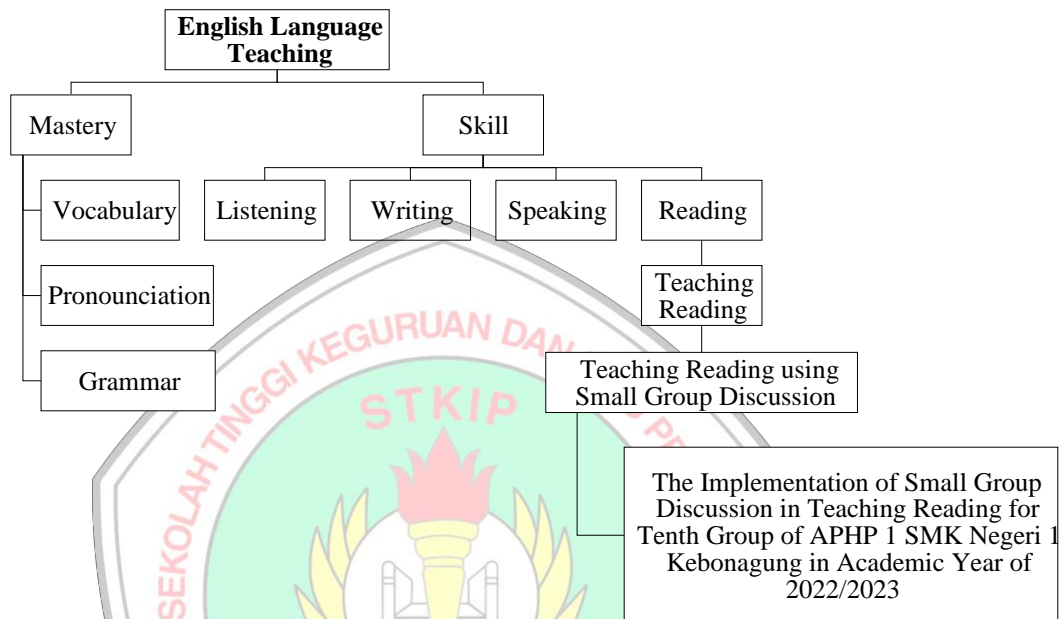
Improving Reading Comprehension Through Small Group Discussion is the subject of the fourth study. Dita Adwiyah's research was conducted in 2020. Significant achievement gaps existed between students who received instruction via small-group discussion and those who did not. 74 students made up the research sample. To gather samples, the purposive sampling technique was applied. This study employed a quasi-experimental approach with an experimental methodology. The researcher uses a test of narrative reading to gather data.

The sixth study is a study named "Students Responses Toward Teaching Reading Descriptive Texts Using Small Group Discussion". Meida Widiani conducted research in 2022. The study employs descriptive qualitative methods. Students in Cianjur Junior High School's class VII make up the study's sample. The outcome demonstrated that students responded positively and successfully to the instruction in reading comprehension of descriptive texts.

It was observed that this study analyzed small group discussions in reading instruction based on various prior studies. There are parallels between the research techniques utilized, including the goals and theory to be applied. Meanwhile, the focus of research involving class X APHP 1 students from SMK Negeri Kebonagung stands out in this study as a difference.

C. Theoretical Framework

Figure 2.1 Theoretical Framework



Teaching reading skills through small group discussions has proven to be an effective and engaging approach in the realm of education. By dividing students into smaller groups, teachers create a conducive environment for active participation and collaboration. During these discussions, students can share their interpretations of the text, exchange ideas, and collectively analyze challenging passages. This approach not only enhances their reading comprehension but also fosters critical thinking and communication skills. Small group discussions enable students to express their thoughts freely and build confidence in articulating their viewpoints. Moreover, through peer interactions, students can learn from one another, gaining new perspectives and insights that might not arise in a traditional classroom setting. Additionally, teachers can provide targeted guidance and support to each group, tailoring their instruction to address individual learning needs effectively. As a result, teaching reading skills through small group

discussions promotes a deeper understanding of the text, encourages active engagement, and nurtures a sense of community within the classroom.

In the academic year of 2022/2023, the tenth group of APHP 1 at SMK Negeri 1 Kebonagung successfully implemented small group discussions as a strategic approach in teaching reading skills. The incorporation of small group discussions allowed students to actively engage with reading materials, fostering a dynamic learning environment. Divided into smaller groups, the students participated in lively discussions, exchanging ideas, and critically analyzing various texts. This approach not only enhanced their reading comprehension but also encouraged them to express their opinions confidently. The teachers provided targeted guidance and support, tailoring their instruction to cater to the specific needs of each group. Through these discussions, students had the opportunity to collaborate and learn from their peers, gaining new insights and developing essential communication skills. The implementation of small group discussions proved to be a valuable tool in nurturing a deeper understanding and appreciation for reading among the tenth group of APHP 1, creating a positive impact on their overall learning experience.

