CHAPTER I
INTRODUCTION

1.1 Background of the Study

Reading is a fundamental skill in language learning, as it involves the process of constructing meaning through an active and dynamic interaction between the reader and the written text. This skill plays a vital role in helping students access knowledge, ideas, and new vocabulary. Through reading, students are not only expected to decode words but also to comprehend, interpret, and retain the information they read. As Blachowicz and Ogle (2008) state that reading is a significant means by which individuals obtain information and ideas from various sources such as books, newspapers, manuals, letters, contracts, advertisements, and other written materials. In the context of education, reading enables students to build their understanding of academic content and supports the development of other language skills. By engaging in reading activities, students can expand their vocabulary, improve grammar, and develop their critical thinking skills. Harmer (2001) emphasizes that reading is not a passive skill; it is an active process where readers must engage with the text, respond to its content, and draw meaning from it. Therefore, reading comprehension becomes an essential skill that students must master to succeed academically and in everyday communication. According to Grabe and Yamashita (2022), reading in a second language is a cognitively demanding task that requires multiple levels of processing, including vocabulary recognition, syntactic parsing, and inferencing, all of which must work in coordination to achieve comprehension. Therefore, mastering reading

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comprehension is crucial for students, as it enables them to effectively construct meaning, acquire knowledge, and develop their overall language proficiency.

Despite its importance, many students still face challenges in understanding English reading texts. Pahamzah et al. (2021) found that many junior high school students had difficulty identifying main ideas and interpreting the meaning of sentences, especially when unfamiliar words appeared frequently in the text. Similarly, Oktavia et al. (2022) reported that limited background knowledge often prevented students from connecting new information with what they already knew, which made comprehension more difficult. In another study, Cahyani et al. (2022) revealed that vocabulary limitation remained one of the dominant obstacles for young learners in developing their reading comprehension. These difficulties cause students to lose confidence and become less motivated to read English texts. Nguyen (2022) also observed that when learners encounter too many linguistic barriers, they tend to read passively and focus only on finishing tasks rather than understanding meaning. Linda et al. (2022) found that students' reading comprehension improved significantly when they were guided through structured reading activities that encouraged active engagement, activation of prior knowledge, and meaningful interaction with the text rather than passive reading. Furthermore, Gillies (2021) emphasized that ineffective reading instruction can lower students' engagement and reduce opportunities for interaction, which are essential for meaningful comprehension. As a result, students with persistent reading difficulties often perform poorly not only in reading but also in other English skills, since comprehension supports vocabulary growth and knowledge development (Daema et al, 2024). Slavin (2021) likewise pointed out that a lack of

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active learning opportunities can decrease students' motivation and participation in class. Therefore, the issue of reading comprehension is not merely a linguistic problem but also a motivational and instructional one that affects students' overall English achievement.

Difficulties in understanding English reading texts are also evident among students at SMPN 1 Ubud. Based on observations and discussions with the English teacher of seventh-grade students at SMPN 1 Ubud, it was found that students faced difficulties in comprehending reading texts. These difficulties were particularly evident when students were asked to identify the main idea, locate specific information, interpret references, and grasp the overall meaning of the text. A significant cause of this issue lay in the instructional strategies applied during reading lessons. When teachers relied solely on traditional approaches, such as having students read silently and answer comprehension questions independently, classroom engagement tended to be low, and interaction was minimal. Students often became passive participants in the learning process and struggled to engage meaningfully with the material. In addition, students also struggled with basic reading comprehension tasks due to limited vocabulary and lack of motivaton. One contributing factor was that students tended to read passively, focusing on completing the reading task without truly processing the content of the text or understanding the meaning or function of each sentence. This habit hindered their ability to comprehend the reading material effectively. Nguyen (2022) found that ineffective reading instruction methods often reduced students' engagement and hindered comprehension, particularly when interaction was not encouraged.

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Consequently, students may have felt confused or uncertain when responding to comprehension questions, leading to weak reading outcomes.

To improve the reading comprehension skills of students at SMPN 1 Ubud, the researcher implemented the Small Group Discussion (SGD) technique. According to Johnson and Johnson (2009), SGD is a cooperative learning strategy in which students work in small groups to support each other's comprehension and problem solving. The process begins when the teacher distributes the reading text to all students. The class is then divided into groups of four to five students. This technique involves three main stages: introducing the topic, facilitating the discussion, and concluding with a summary. During the introduction, the teacher presents a familiar topic to help students engage with the material. In the discussion phase, the teacher guides students by checking whether group members have questions or need clarification about the topic. At the end of the session, a summary is conducted to ensure that all students clearly understand the discussion. This final stage is useful for resolving confusion, emphasizing key points, closing the activity, and achieving shared understanding. According to Johanna et al. (2023), each phase of small group discussion, from initiation to reflection helps students internalize meaning and become active participants in knowledge construction**.** Similarly, Daema et al. (2024) emphasize that structuring SGD in progressive stages leads to improved reading comprehension outcomes and encourages peer-supported learning.

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Small Group Discussion technique allows students to discuss texts collaboratively, which helps them understand the content better through interaction and idea-sharing. According to Richards and Rodgers (2014), group discussion

strategies enhance student engagement, confidence, and comprehension through peer interaction. Similarly, Daema et al. (2024) demonstrated that SGD significantly improved students' reading comprehension, especially when supported with structured guidance. In addition, Johanna et al. (2023) reported that SGD enhances active participation and promotes higher-order thinking, especially in secondary education contexts. In the teaching and learning process, this technique offers several advantages. It helps students better comprehend the reading material and encourages them to activate their prior knowledge before reading. After reading, they also have the opportunity to exchange ideas with their peers through discussion. These benefits make SGD particularly suitable for junior high school students, as it encourages active participation and helps them engage more deeply with the text. As a result, students become more motivated and interested in learning through this technique, especially in improving their reading comprehension. Therefore, SGD is considered an effective approach to enhance both students' understanding of texts and their existing knowledge.

In conclusion, reading comprehension is one of the most essential skills in English language learning because it supports students' overall academic success. However, many students still encounter difficulties in understanding reading texts due to limited vocabulary, lack of strategies, and low engagement. To overcome these problems, it is necessary to apply an effective teaching technique that encourages students to be active and collaborative in the learning process. The Small Group Discussion (SGD) technique provides opportunities for students to interact, share ideas, and construct meaning together, which helps them improve their comprehension and motivation in learning. Therefore, the researcher is

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interested in conducting a study entitled "The Use of Small Group Discussion Technique to Improve Reading Comprehension of the Seventh-Grade Students of SMPN 1 Ubud in the Academic Year 2025/2026."

1.2 Research Problem

According to the background of the study above, the seventh-grade students of SMPN 1 Ubud in the Academic Year 2025/2026 face difficulty in comprehending reading material. This present study was conducted to improve their reading comprehension by using SGD technique. The current research problem of this study can be constructed as follows: can Small Group Discussion technique improve the reading comprehension of the seventh-grade students of SMPN 1 Ubud in the academic year 2025/2026?

1.3 Objective of the Study

The background of the study emphasizes that reading is a fundamental skill that all students must master, as it plays a vital role in academic success and serves as the foundation for the current research. To ensure that the present study has a clear direction, it is essential to formulate a specific objective. This objective acts as a guide for making key decisions and serves as the starting point of the research process. In line with this, the objective of the present study was to find out whether the reading comprehension of seventh-grade students at SMPN 1 Ubud in the academic year 2025/2026 can be improved through the use of the SGD technique.

1.4 Limitation of the Study

Reading comprehension is recognized as a broad and complex area of study. When studying reading comprehension, researchers must pay attention to several

factors that influence students' ability to understand texts. Given the extensive scope of reading comprehension, it was necessary for the present study to narrow its focus. According to the systematic-phased learning objectives (*Alur Tujuan Pembelajaran*) for seventh-grade students at SMPN 1 Ubud, students were expected to accurately identify general information, specific information, textual meaning, and textual references when provided with reading texts. Therefore, this study was focused on achieving those objectives by applying the SGD technique as a strategy to enhance reading comprehension. The scope of reading comprehension in this study was specifically limited to descriptive texts, particularly those describing parts of house. The material was adapted from Chapter 3, "Home Sweet Home," of the English for Nusantara textbook for seventh-grade students. Through this scope, the students were expected to develop the ability to identify general and specific information, interpret textual meaning, and recognize textual references within descriptive texts. Thus, the study concentrated on improving students' comprehension skills in those aspects.

1.5 Significance of the Study

This study focused on the teaching and learning process of reading comprehension through the use of the SGD technique, with the aim of improving students' reading comprehension. The application of this technique improved the reading comprehension of seventh-grade students at SMPN 1 Ubud. The significance of this research lay in examining how the technique addressed the challenges students faced in understanding texts. An essential consideration in conducting this investigation was the potential value of its findings. The results of the study provided both theoretical insights and practical benefits.

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Theoretically, the findings of this research contributed to the field of English language teaching, particularly in the context of teaching reading. The results served as theoretical support for the application of the SGD technique in addressing common challenges encountered in teaching reading. Furthermore, this study enriched existing theories and provided a useful reference for future research related to the use of SGD to enhance reading comprehension among seventh-grade students. In this way, the study offered new insights into the practical implementation of the technique. The findings also provided empirical evidence that the SGD technique was an effective strategy for enhancing the reading comprehension of seventh-grade students at SMPN 1 Ubud in the academic year 2025/2026.

Practically, the findings of this study provided valuable input for English teachers, seventh-grade students, and future researchers. For English teachers, the results enhanced their understanding and application of effective techniques to improve students' reading comprehension. The study also supported teachers in creating more engaging and meaningful reading lessons, fostering a more enjoyable and interactive classroom environment. For students, the research helped improve their reading comprehension skills, particularly in understanding word meanings, identifying general and specific information, as well as interpreting textual meaning and references. For future researchers, the study offered insights into the implementation of the SGD technique, which could serve as a foundation for conducting further research in the area of reading comprehension.

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1.6 Definition of Key Term

The present study entitled "The Use of Small Group Discussion Technique to Improve Reading Comprehension of the Seventh-grade Students of SMPN 1 Ubud in the Academic Year 2025/2026". To ensure clarity and avoid potential misinterpretation, it is important to define the key terms used in this research within the context of the study. Clearly defining these terms helps readers better understand the scope and focus of the investigation, particularly regarding the use of the SGD technique in teaching reading comprehension. Therefore, the researcher provides operational definitions of the main terms used in this study: reading comprehension and Small Group Discussion. They were defined as follows:

a. Reading Comprehension

Reading comprehension in this study is defined as the ability of seventh-grade students at SMPN 1 Ubud in the academic year 2025/2026 to understand descriptive texts. This includes their capacity to identify general information, specific information, textual meaning, and textual references accurately within the given texts.

b. Small Group Discussion

Small Group Discussion in this study is defined as a teaching technique implemented by the researcher during English reading lessons to improve the seventh-grade students' reading comprehension of descriptive texts at SMPN 1 Ubud in the academic year 2025/2026. This technique was applied in achieving the learning objective of helping students identify general information, specific information, textual meaning, and textual references within descriptive texts. The technique consisted of three main stages: introduction, directing the discussion, and summarizing. In the introduction stage, the researcher presented a familiar topic to engage all

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students. During the discussion, students were encouraged to share their thoughts and ask questions related to the topic, which promoted active participation and deeper understanding. In the summarizing stage, the discussion was concluded by reviewing the key points to ensure that all students had grasped the content. Summarizing served to clarify misunderstandings, reinforce main ideas, bring closure to the discussion, and highlight any shared conclusions.

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CHAPTER II
THEORETICAL REVIEW AND EMPIRICAL REVIEW

2.1 Theoretical Review

A theoretical review serves as a scholarly exploration intended to provide practical value to research by grounding it in relevant theoretical concepts and supporting empirical findings. Reviewing related theories is a vital component of scientific research, as it helps readers grasp the underlying basis of the research issue. This study is grounded in several key theoretical concepts, namely reading comprehension, small group discussion, and the assessment of reading, which are discussed in the following sections.

2.1.1 Reading Comprehension

Reading comprehension is one of the most essential skills in English language learning. It plays a pivotal role in the acquisition of knowledge and the development of language proficiency. According to Wolley (2011), reading comprehension is the process of constructing meaning from text. This implies that students are not only expected to read words accurately but also to understand the ideas conveyed by the text. Therefore, reading comprehension involves more than word recognition, it requires cognitive processes such as interpreting, analyzing, and integrating information with prior knowledge. Nguyen (2022) reinforces this view by stating that effective reading instruction must go beyond decoding skills and incorporate comprehension-focused activities that activate learners' background knowledge. These complex processes make reading comprehension a core skill that underpins students' academic development across content areas.

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Furthermore, Snow (2002) defines reading comprehension as the simultaneous process of extracting and constructing meaning through interaction with written language. This definition emphasizes that both the reader and the text actively contribute to the meaning-making process. The reader must engage with the text critically and utilize background knowledge to construct a coherent understanding. Without this engagement, reading becomes a mechanical activity with limited learning outcomes. Grabe and Yamashita (2022) further argue that reading comprehension is a multilayered skill involving syntactic parsing, inferencing, and text model construction, which are essential for reading in a second language. Thus, effective reading instruction must train students to become active meaning-makers who can interpret and evaluate textual information.

Moreover, Klingner et al. (2007) state that reading comprehension is a complex process that integrates various cognitive skills, including word recognition, fluency, vocabulary knowledge, and inference-making. These skills work interdependently to enable the reader to derive meaning from text. Deficiencies in any of these components can hinder comprehension. As such, reading instruction should focus not only on developing fluency but also on enhancing comprehension strategies that promote deeper understanding. As shown in a study by Cahyani et al. (2022), targeted instruction in text-processing strategies significantly improves elementary students' ability to solve text-based problems. This highlights the importance of teaching students how to monitor their own understanding while reading.

On the other hand, Harmer (2007) argues that reading contributes significantly to language acquisition. The more students read, the more they are

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exposed to diverse vocabulary, grammatical structures, and discourse patterns, which in turn supports their overall linguistic competence. Regular reading practice helps students develop their comprehension skills and boosts their confidence in engaging with different types of texts, such as narratives, informational articles, and dialogues. In a similar vein, Oktavia et al. (2022) highlight that reading comprehension also strengthens students' abilities in listening, speaking, and writing, making it a foundational skill for overall English language development. These interrelated benefits reinforce the need to include reading comprehension as a central component of any language learning curriculum. Additionally, it encourages learners to become more autonomous and self-regulated readers.

In addition, Renandya and Richards (2002) emphasize that reading comprehension should be the primary objective of reading instruction. However, this goal can be undermined when students are presented with overly difficult texts or when instructional guidance is lacking. In such cases, students may become discouraged and disengaged. Banditvilai (2020) notes that many learners face comprehension difficulties due to the absence of scaffolding and strategy training, which results in superficial reading. Therefore, teachers must carefully select appropriate reading materials and provide sufficient support to ensure that students can construct meaning effectively. Scaffolding techniques such as pre-reading activities, vocabulary previews, and guided questioning are particularly effective in promoting comprehension, especially among students at the junior high school level.

In conclusion, reading comprehension is an active and dynamic process that involves constructing meaning from written texts by using prior knowledge,

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understanding vocabulary and grammar, and applying reading strategies. As described by Richards and Schmidt (2010), the goal of reading is not merely to read aloud or recognize letters but to comprehend the content and derive meaning from it. In this study, reading comprehension is defined as the ability of students to make sense of the texts they read, especially descriptive texts, by connecting the content with their knowledge and experiences to achieve better understanding.

2.1.2 Small Group Discussion

Johnson and Johnson (2009) describe cooperative learning as an instructional approach in which students work collaboratively in small groups to achieve shared academic objectives. Slavin (2021) emphasizes that each member is responsible for their own learning and for supporting the success of their peers. Johnson et al (2014) identify positive interdependence as a core principle of cooperative learning. Gillies (2021) highlights other essential elements including promotive interaction, individual accountability, interpersonal and small-group skills, and group processing. Sahin (2022) explains that Small Group Discussion (SGD) is implemented as a teaching technique rooted in cooperative learning principles, where students are divided into small groups typically consisting of four to five members to discuss specific topics or reading materials. Kumar and Lightner (2023) state that this group size is ideal for ensuring active participation and promoting meaningful exchanges of ideas. Harmer (2002) notes that smaller groups tend to encourage greater involvement and engagement compared to larger ones. Within these groups, students are encouraged to articulate their ideas, pose and respond to questions, and reflect on one another's interpretations of the text. According to Ningsih et al (2021) students are expected to integrate their individual

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perspectives with those of their group members to collectively enhance their understanding of the reading material.

The use of SGD aim to create an engaging environment where students not only share their thoughts but also listen attentively to their peers. According to Kendall and Khuon (2005), small group instruction can be particularly effective when groups are formed based on students' needs and abilities. The flexible nature of group formation allow the teacher to target instruction for specific comprehension strategies, such as predicting, questioning, or summarizing. Groups may be restructured periodically based on assessment data to ensure that students are grouped according to their current needs. Furthermore, Johanna et al. (2023) found that SGD enhances classroom participation and supports differentiated instruction by allowing varied student input. When structured appropriately, SGD provides a safe space for students to express their ideas, build on peer contributions, and engage more deeply with textual content.

Richards and Rodgers (2014) emphasize that successful group work depends on effective planning, including decisions about group size, group composition, and student roles. In this study, groups were teacher-selected to promote heterogeneity in terms of achievement levels, learning styles, and gender. This approach helped create a balanced group dynamic and supported peer-assisted learning. As reported by Ningsih et al. (2021), group work activities help students complete the tasks given by the teacher quickly, improve student communication and develop teamwork skills.

The implementation of Small Group Discussion in this sudy followed a structured procedure adopted from Brewer (1997). It consisted of three main stages:

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1. Introduction

   At the beginning of the lesson, the teacher introduced the topic, explained the purpose of the discussion, and clarified the procedures for group work. The teacher also outlined the expected behavior during group discussions, such as taking turns, listening actively, and respecting different opinions.

2. Directing the Discussion

   During the discussion phase, the teacher monitored each group and provided guiding questions to help students explore the topic. Students were encouraged to ask questions, share opinions, and support their arguments with evidence from the reading text. A group leader was appointed to keep the discussion on task and ensure equal participation.

3. Summarizing the Discussion

   At the end of the lesson, each group reported their discussion results to the class. The teacher facilitated a whole-class review to clarify misunderstandings and summarize key points. This reflection reinforced the students' understanding of the text and the discussion process.

The use of SGD supported the development of reading comprehension by encouraging students to engage actively with the text and with each other. It also promoted important social skills such as cooperation, turn-taking, and problem-solving. Students had opportunities to deepen their understanding through discussion, clarify their ideas, and learn from their peers. Ningsih et al. (2021) highlight that this technique enhances the reading process by offering structured peer interaction that aids in clarifying textual meaning. Furthermore, Daema et al. (2024) demonstrated that SGD not only improves comprehension but also increases

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learners' interest and motivation to participate in reading tasks. Moreover, this technique fostered a positive classroom atmosphere, as students experienced learning as a shared and interactive process. The exchange of information, personal experiences, and ideas within a group made the learning process more dynamic and enjoyable. As students became more confident in participating in discussions, their motivation to read and comprehend texts also increased.

2.1.3 Assessing Reading Comprehension

One crucial aspect of teaching is the ability to evaluate students' comprehension. By assessing their reading comprehension, teachers can determine how well students understand the reading material provided during the lesson. In this study, the assessment of reading comprehension is considered a key component in evaluating students' understanding of the text. By assessing their reading comprehension, the teacher is able to identify students' strengths and weaknesses and use this information to enhance instruction. As Brown (2004) explains, assessment will be viewed as an ongoing process that includes various activities, not only final testing. It involves collecting evidence about students' understanding and interpreting that evidence to inform teaching decisions. This perspective is echoed by Grabe and Yamashita (2022), who assert that assessment should support both learning and teaching by providing evidence of what students can do with texts in real-world contexts.

Reading comprehension assessment can be conducted through a variety of methods, including short-answer tasks and comprehension questions. These types of assessments allow students to demonstrate their ability to understand general and specific information, determine textual meaning, and identify textual references.

Brown (2004) further distinguishes between two important functions of assessment: formative and summative. In the context of this research, formative assessment is used throughout the cycles to monitor progress and adjust teaching strategies, while summative assessment is used at the end of each cycle to measure students' overall achievement. Additionally, Nguyen (2022) notes that effective comprehension assessment must align with instructional content and reflect authentic language use, ensuring that students are assessed on skills directly practiced in class. This ensures fairness and relevance, especially in context-specific language classrooms like the one in this study.

According to Caldwell (2008), assessment is essential not only for evaluating learning outcomes but also for identifying good reading behaviors and diagnosing difficulties. The reading comprehension test in this research is designed to support both diagnosis and evaluation of progress. In classroom-based assessments, the most effective measures are those embedded in instruction occurring naturally as part of the learning process. Therefore, this research integrates assessment tools that align with the instructional content and student learning objectives. Snow (2002) emphasizes that reading assessments should be meaningful and classroom-oriented, helping both teachers and students recognize areas for improvement. Furthermore, Johanna et al. (2023) argue that discussion-based tasks embedded in group work offer organic opportunities to assess comprehension in real time.

Klingner et al. (2007) note that reading comprehension is complex and cannot be adequately assessed through simple recall questions alone. The assessment materials in this study are designed to encourage students to engage in

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deeper thinking by asking them to interpret meaning, analyze context, and draw inferences from the reading texts. These provide a more complete picture of students' reading comprehension abilities. In addition, Linse and Nunan (2005) differentiate assessment from evaluation. Assessment in this research is used to gather data on students' knowledge and skills, while evaluation relates to the broader analysis of how effective the instruction has been. Snow (2002) also emphasizes the need for assessments that are closely tied to the curriculum and classroom instruction, which forms the basis of the assessment tools developed in this research.

Patel and Jain (2008) highlight the importance of aligning reading comprehension tests with classroom content. The materials used for assessment in this study are relevant to the texts discussed in class to ensure coherence and clarity. Students are assessed on their ability to find general information (typically found in topic sentences or headings), answer specific information questions using 5W-1H techniques, interpret the meaning of words or phrases in context, and recognize textual references, such as pronouns or synonyms linking ideas in a passage. Cahyani et al. (2022) state that using descriptive texts aligned with student learning levels makes assessments more accessible and meaningful, especially for younger learners. These text-based assessments ensure that learners apply their comprehension strategies authentically.

To ensure validity and clarity, the short-answer format is used as the primary assessment tool. This format allows the researcher to evaluate whether students can construct meaningful responses based on the reading text. Each assessment task is designed with clear instructions and aligned to the lesson objectives, ensuring that

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students are guided effectively in demonstrating their comprehension. Linse and Nunan (2005) emphasize that classroom assessment should be simple, practical, and directly tied to the reading skills being taught. Overall, assessment in this study aims to provide accurate and practical insights into students' reading comprehension, inform the ongoing instructional process, and help improve student outcomes through focused intervention and support. As supported by Semathong (2023), well-integrated assessment practices can also promote reflective teaching and empower students through timely feedback.

2.2 Empirical Review

An empirical review presents relevant previous research that shares similar purposes with the present study. It aims to show how earlier studies have approached the same topic and serves as a reference to improve the current research design and avoid previous limitations. By reviewing these related studies, the researcher can identify gaps or weaknesses in past findings and provide justification for conducting the present study. It also helps ensure that the current research is original and has not been conducted in the exact same context.

The first relevant study was conducted by Swandewi (2021), entitled "Improving Reading Comprehension of the Eighth-Grade Students of SMPN 3 Tampaksiring Through Small Group Discussion in Academic Year 2020/2021". The study aimed to improve students' reading comprehension using the Small Group Discussion technique. The findings revealed that this technique significantly enhanced the students' reading comprehension, as reflected in the improvement of their mean scores between the pre-test and post-tests. The study concluded that

active participation and peer collaboration through group discussion contributed to the students' improved understanding of reading texts.

Another related study was conducted by Widyani (2023), under the title "Improving Reading Comprehension of the Eighth-Grade Students of SMP Sila Dharma Denpasar in the Academic Year 2022/2023 Through Small Group Discussion". This research also employed the Small Group Discussion technique and showed similar positive outcomes. The implementation of this strategy led to a notable increase in students' reading comprehension, as evidenced by the higher post-test scores. The study also emphasized that group discussion created a more interactive and engaging learning environment, which allowed students to better comprehend reading materials.

Both previous studies yielded valuable findings showing that the use of the Small Group Discussion (SGD) technique effectively improved students' reading comprehension. The technique helped students understand the four aspects of reading comprehension, namely identifying general information, specific information, textual meaning, and textual references. However, both studies did not clearly describe how the steps of the SGD technique were implemented in the classroom, particularly how the stages proposed by Brewer (1997) were integrated into the lesson plan. This lack of procedural clarity may have limited the consistency and replicability of the technique during classroom application. In addition, neither study explicitly explained how students' participation was managed within the groups, which might affect the effectiveness of the discussion process. In contrast, the present study applies a more structured implementation of the SGD technique by clearly embedding the three stages of introduction, directing

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the discussion, and summarizing the discussion into the lesson plan and teaching module. Students are organized into teacher-selected groups of three to four members, and each member is assigned a specific role to ensure active participation and balanced collaboration. Therefore, this study is expected to offer a more systematic and guided model of Small Group Discussion that enhances students' reading comprehension of descriptive texts.


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