ABSTRACT

The purpose of this study is to explore how an EFL teacher structures group discussions to enhance students' reading comprehension of narrative texts in a senior high school context. This research employed a descriptive qualitative research approach and utilized semi-structured interviews to collect data. The interview was designed in face to face model with one participant at a senior high school in Jambi. The interview results were obtained through voice recordings and analyzed manually by transcribing and retyping the entire interview content. The data were then coded into three aspect--pre-teaching, while-teaching, and post-teaching--using different colors, and themes were identified for each aspect. The results of the data analysis found that the implementation of discussion method is useful to improve students' reading comprehension. This method can stimulate students' motivation to learn english during classroom activities. This research is valuable in training teachers' creativity in designing and organizing classroom activities. It also helps stimulate and improve students' reading comprehension, communication, collaboration skills, and motivation in learning. Furthermore, it contributes to the development of effective teaching methods in reading. This research is valuable in training teachers' creativity in designing and organizing classroom activities. It also helps stimulate and improve students' reading comprehension, communication, collaboration skills, and motivation in learning. Furthermore, it contributes to the development of effective teaching methods in reading.