

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter is divided into two parts, namely, findings and discussions. This chapter presents the findings of the study on the implementation of the discussion method in teaching reading skills of narrative texts by an EFL teacher at a senior high school in Kota Jambi.

4.1 Findings

The main research question of this study is: “How does an EFL teacher structure group discussions to enhance reading comprehension of narrative texts?” The answer to this research question is explained in this chapter based on data collected through recorded participant interviews. The interviews were conducted in Indonesian and English. Teacher quotes marked as (T)

4.1.1 EFL Teacher’s Understanding of the Discussion Method

The participant reported that she has implemented the discussion method since 2009. According to her, this method involves engaging students in discussions about reading materials, such as articles or texts, with the primary aim of fostering comprehension. Through the discussion process, students are encouraged to share their points of view and understanding of the text’s content. The discussions take place both among students and between students and the teacher, with an emphasis on maintaining a student-centered learning environment. The participant explained that they implement the discussion

method in nearly every reading lesson, as they believe that reading instruction should extend beyond the analysis of text structure and language features. Students are guided to develop a deeper understanding of the text's content and message through small group discussions, which are subsequently followed by a whole-class discussion facilitated by the teacher. As the teacher stated in the interview transcript below:

Excerpt 1

Indonesian Version

"Discussion method, diskusi dalam membahas sebuah materi reading material, boleh artikel atau teks, dengan comprehension, dengan mendiskusikan, berbagi point of view, dan berbagi tentang understanding, pemahaman dari peserta terhadap isi dari teks itu. Pesertanya terdiri dari siswa dengan siswa dulu, baru setelah itu guru dan siswa ketika diskusi with the whole class. Jadi, biarkan mereka discuss dulu. Untuk reading, I use discussion, karena mereka harus mendiskusikan isi dari teks. Mungkin kalau membaca itu saya tidak hanya, 'struktur teks ini, unsur kebahasaan ini, oke,' no, that's not teaching reading. Teaching reading itu they comprehend, they understand, 'what is mentioned,' 'what's the story about,' 'what is the message in the story.' Jadi, reading itu fungsinya memang literasi, membaca. Bedanya kan teksnya dalam bahasa Inggris. Jadi, selalu dalam diskusi, selalu. Always. Setelah nanti diskusi dengan kelompok, nanti kita akan bahas isi dari teks itu secara keseluruhan. With the whole class." (T)

English Version

"Discussion method is used to discuss reading material, whether it is an article or a text, with comprehension, by discussing, sharing points of view, and sharing understanding of the content of the text. The participants first consist of student-to-student discussions, and then teacher and students when discussing with the whole class. So, let them discuss first. For reading, I use discussion because they need to discuss the content of the text. Maybe when reading, I don't just focus on 'this is the text structure, these are the language features, okay,' no, that's not teaching reading. Teaching reading is when they comprehend, they understand: 'what is mentioned,' 'what's the story about,' 'what is the message in the story.' So, the purpose of reading is really literacy, reading. The difference is that the text happens to be in English. So, it is always done through discussion, always. After the group discussion, we will then discuss the content of the text as a whole with the whole class." (T)

4.1.2 Implementation of Discussion Method: Pre-Teaching, While-Teaching, and Post-Teaching

The implementation of the discussion method in the classroom is divided into three stages: pre-teaching, while-teaching, and post-teaching.

4.1.2.1 Pre – Teaching : Classroom Activities Conducted Before the Main Lesson

The story began when the researcher interviewed the teacher about her experience in starting a lesson. She has been teaching english since 2009. During her teaching experience, before starting the main lesson which is, narrative text using the discussion method. She would arrive early and prepare all the teaching aids, such as the projector, before the lesson began to avoid wasting time. As the teacher stated in the interview transcript below:

Excerpt 2

Indonesian Version

“saya datang selalu pagi...nyampe di sekolah itu paling lambat jam 6.30 sudah ada di gerbang...jadi sebelum saya mengajar biasanya saya memang selalu memprepare/mempersiapkan semua yang saya butuhkan mulai dari bahan ajar, misalnya ada worksheet yang harus digunakan di kelas kemudian saya biasanya menggunakan projector/infocus...jadi gak ada istilah menghabiskan waktu untuk mencari kabel, mencari ini, mencari itu jadi, setiap mau memulai, udah ready dulu, dan itu biasanya, sepuluh atau lima menit sebelum bel.” (T)

English Version

“I always arrive early in the morning... I get to school at the latest by 6:30 and I'm already at the gate. So before I start teaching, I usually prepare everything I need, such as the teaching materials, for example, if there are worksheets to be used in class. I also usually use a projector. That way, there's no wasting time looking for cables or other things. Everything is ready before I begin, usually about five to ten minutes before the bell rings.” (T)

Based on the excerpt, the teacher emphasized the importance of thorough preparation and punctuality in managing classroom time effectively.

Once the teaching materials, including worksheets and the projector, were prepared, the teacher spent the first five minutes of class engaging students in informal English conversation, greetings, checking on their recent activities, and talking about movies, as a way to motivate them and improve their speaking skills. Based on the interview results, the teacher stated:

Excerpt 3

Indonesian Version

“Saya selalu, menghabiskan waktu di awal selama 5 menit, berdialog dengan siswa, untuk melancarkan bahasa Inggris mereka, jadi mereka ada waktu untuk practice their English...saya memakai full bahasa Inggris... that's how the way we motivate them to speak the language....saya selalu menyapa dengan mengajak ngobrol dahulu, short conversations dengan mereka. Mungkin menanyakan “how was your day, today?” atau “what did you do last night?” ...selain dari menyapa kayak “good morning”, “how are you”, “fine” kayak akan nunjuk beberapa orang misalnya “Hani, I watched movie last night this is about...what do you think about that movie?”, “anybody, watched that movie last night” (T)

English Version

“I always spend the first five minutes talking with the students to help them practice their English, so they have a chance to warm up their speaking. I use full English, that's how we motivate them to speak the language. I always start by greeting them and having a short conversation. For example, I might ask, ‘How was your day today?’ or ‘What did you do last night?’ Besides the usual greetings like ‘Good morning’ or ‘How are you?’, I sometimes point to certain students and say things like, ‘Hani, I watched a movie last night, it was about... What do you think about that movie?’ or ‘Did anybody watch that movie last night?’ (T)

According to the teacher, greeting the students and engaging them in small talk using full English can help them become more focused during the lesson. As the teacher stated in the interview transcript below:

Excerpt 4

Indonesian Version

“...dari kegiatan awal, saya memberi sapaan, menyapa siswa, berkenalan, jadi itu membuat mereka lebih focus...” (T)

English Version

“At the beginning of the lesson, I greet the students and introduce myself. This helps them become more focused.”(T)

After greeting the students, the teacher asked them to collect and set aside their mobile phones to ensure they remained focused throughout the lesson. As the teacher stated in the interview transcript below:

Excerpt 5

Indonesian Version

“...kita tarik dulu handphonenya, semua kumpul. Karena saya tidak mengallow the students to use their mobile phone. Kecuali kalau memang dibutuhkan saat activity... mereka akan membuka aplikasi yang saya minta apakah kahoot atau segala macam...” (T)

English Version

“We collect the students’ mobile phones at the beginning, because I don’t allow them to use their phones, unless it is necessary for a specific activity. In that case, they are allowed to open certain apps like Kahoot or others as instructed” (T)

After collecting the phone, the teacher facilitated the development of students’ initial understanding of the material by employing a showing picture activity combined with brainstorming, drawing on the students’ prior knowledge before transitioning into the core content of the lesson. The teacher usually shows a picture through a PowerPoint slide as a visual stimulus. The teacher then asks questions related to the picture to encourage student interaction and activate their background knowledge. For example, in a lesson

about narrative text, the teacher presents an image from a well-known folktale and asks the students, "What do you know about this picture?" If the story chosen is Malin Kundang, the teacher shows a picture of a stone figure or arranges a picture series in groups and invites the students to guess the story. This method helps spark students' curiosity and prepares them to better understand the content of the lesson. As the teacher stated in the interview transcript below:

Excerpt 6

Indonesian Version

"Kalau story...kita memberikan background knowledge...kalau dikurikulum sekolah...berbicara tentang narrative ... lebih ke cerita" rakyat... semuanya ceritanya yang dari Indonesia local...saya akan mencoba mengaitkannya dengan mungkin dengan menunjukkan gambar" dulu. Misalnya cerita Malin Kundang, walaupun nanti ceritanya yang dibahas bukan tentang cerita Malin kundang di awal... "what do you know about this? ... kalau misalnya ceritanya yang akan kita berikan itu ada gambar, I am gonna pull the pictures on the board, taruh di papan tulis dengan projector, tapi itu yang acak... dengan menggunakan print out-nya juga. Bagi dia dalam kelompok. Mereka coba menerka dulu walaupun mereka gak tau that story. Jadi dia melihat dari gambar" itu, coba dulu diurutkan kira" mana yang pertama, kedua, ketiga, sampai mana yang terakhir..." (T)

English Version

"When it comes to stories, we begin by providing background knowledge. In the school curriculum, when we talk about narrative texts, it mostly refers to folktales, stories from Indonesian local culture. I usually try to connect it by first showing some pictures. For example, I might show an image related to the story of Malin Kundang, even though that won't be the main story we discuss later. I might ask, 'What do you know about this?' If the story we're going to use has pictures, I'll display them on the board using a projector, but in a random order. I also use printed versions. I divide the students into groups and ask them to guess the story. Even if they don't know the story, they look at the pictures and try to arrange them, figuring out which one comes first, second, third, and so on, until the last one." (T)

Based on the excerpt, it can be seen that the story used to build students' understanding before entering the main narrative material does not necessarily have to be the same story that will be discussed in the main lesson.

Following the picture-sequencing or guessing activity, the teacher offered clarification regarding students' responses or group discussion outcomes, including aspects such as character identification and personality traits--for instance, recognizing Malin Kundang as the main character and discussing his characteristics. The teacher also acknowledged and appreciated all responses, regardless of their accuracy, emphasizing the importance of student effort in thinking critically and expressing ideas. As the teacher stated in the interview transcript below:

Excerpt 7

Indonesian Version

“Setelah itu baru nanti kita... siapa saja karakternya...kenalkan karakter si pemain yang ada dalam cerita itu” (T)

English Version

“After that, we move on to identifying the characters, introducing who the characters are and their roles in the story.” (T)

Once the teacher had clarified the students' responses during the showing picture or brainstorming stage, they proceeded to introduce the topic of the lesson and clearly stated the learning objectives to guide students' understanding. As the teacher stated in the interview transcript below:

Excerpt 8

Indonesian Version

“...kita akan belajar judul talk about narrative text story...tujuan narrative text...” (T)

English Version

“we are going to learn a lesson titled About Narrative Text Story... the purpose of narrative texts” (T)

4.1.2 1 Pre-Teaching Summary

Aspects	Themes
Pre - Teaching	<ul style="list-style-type: none">• Demonstrating Punctuality and Classroom Preparation• Greeting and Building Rapport or Explaining Class Rules• Generating Ideas and Sequencing Stories• Stating Lesson Topics and Objectives

4.1.2.2 While - Teaching: Implementing the Discussion Method in Narrative Text Activities

After explaining the learning objectives, the teacher proceeded to the main instructional stage by presenting the materials to be learned in narrative texts. These included text structure, content analysis such as identifying the main idea, and language features such as adjectives, regular and irregular verbs, the simple past tense in positive, negative, and interrogative forms, adverbs of

time, and connectors such as however, nevertheless, also, but, and in addition.

As the teacher stated in the interview transcript below:

Excerpt 9

Indonesian Version

“Mempelajari struktur teks...isi teks naratif...unsur kebahasaan...grammar kalimat past simple tense...positif, negatif dan interogatif...regular verb dan irregular verb... adverb of time...adjective...connector...misalnya however , nevertheles, also, but , in addition” (T)

English Version

“Studying the text structure, the content of narrative texts, and language features such as grammar in the past simple tense; positive, negative, and interrogative forms; including regular and irregular verbs, adverbs of time, adjectives, and connectors such as however, nevertheless, also, but, and in addition.” (T)

The teaching of narrative texts is typically divided into multiple sessions, with a minimum of three meetings. According to the interviewee, it is not feasible to teach all components of the material in a single lesson. When using full English during instruction, delivering three learning objectives at once can be challenging due to the need to consider students' vocabulary comprehension. As a result, the material is taught at a slower pace. As the teacher stated in the interview transcript below:

Excerpt 10

Indonesian Version

“...hari ini ada 2 tujuan pembelajaran, misalnya hanya untuk mempelajari struktur dan isi dari narrative text...bisa dilakukan dalam 1 pertemuan... Jadi belum unsur kebahasaan...unsur kebahasaannya nanti....atau hari ini mengajarkan struktur dan unsur teks...dalam sehari tapi kalau untuk membahas main idea itu 1 pertemuan lagi... atau pembahasan pertemuan pertama itu hanya cukup membahas isi teks doang... dalam satu

hari kita tidak bisa mengajarkan tiga...ibaratnya untuk mengajar grammar kalimat past tense...positif saja dulu... bisa satu kali pertemuan...gak bisa...langsung...hari ini...positif, negatif dan interogatif. ... itu impossible... kecuali pakai bahasa indonesia ... jadi pelan” (T)

English Version

“Today, there are two learning objectives, for example, focusing only on the structure and content of a narrative text, that can be done in one meeting. The language features, however, will be covered later. Or sometimes, the structure and text elements are taught in a single day, but identifying the main idea might require a separate meeting. In some cases, the first session might only cover the content of the text. It's not possible to cover three objectives in one day. For instance, when teaching past tense grammar, just explaining the positive form can take an entire session. It's not feasible to teach positive, negative, and interrogative forms all at once, that would be impossible unless we used Indonesian. So the instruction has to be delivered gradually.” (T)

The teaching materials should be presented in a systematic sequence, with content carefully selected to match the students' proficiency levels. As the teacher stated in the interview transcript below:

Excerpt 11

Indonesian Version

“...jadi dipecah” pertemuannya tapi runut jangan lompat-lompat...misalnya, struktur teks dan unsur kebahasaan... kita ambil teks... unsur kebahasaannya... disesuaikan dengan kemampuan siswa.” (T)

English Version

“So the lessons are divided into several meetings, but they should be sequenced and not jump around. For example, text structure and language features, we take a text, then focus on the language features based on the students' proficiency level.” (T)

According to the interviewee, various techniques can be used to teach the material in class. The structure, content, and language features of the text can be taught through different activities, which may involve pair or group work. When discussing the structure and content of a narrative text, the teacher

may use various text titles. One text can be used to explore other aspects, such as identifying language features. However, once a text has been thoroughly understood by the students, it will not be reused; instead, it will be replaced with a different one to help expand the students' knowledge and prevent boredom. As the teacher stated in the interview transcript below:

Excerpt 12

Indonesian Version

"...Misal kita ambil teks Malin Kundang atau Sangkuriang, besok kita mau bahas lagi struktur teks, tujuan teks dan pemahaman readingnya, kita ambil teks yang sama ...anak bosan ...karena di buku-buku yang sekarang banyak cerita baru...tidak Malin Kundang saja...cerita yang sudah familiar enggak mungkin kita ngajarin ceritanya...terus'an SD Malin Kundang, SMP Malin Kundang, SMA Malin Kundang jadi, ilmunya paling Malin Kundang saja... ketika mereka sudah memahami cerita Sangkuriang untuk next meeting teksnya. saya enggak pakai lagi teks yang sama ...jadi kita harus cari reading teks yang lain..." (T)

English Version

"For example, if we use the text of Malin Kundang or Sangkuriang, and the next day we want to discuss text structure, purpose, and reading comprehension again, using the same text will bore the students. Nowadays, there are many new stories in textbooks, not just Malin Kundang. It's not ideal to keep teaching the same familiar stories over and over again. From elementary school to high school, it's always Malin Kundang, so their knowledge is limited to that one story. Once the students have understood Sangkuriang, I won't use the same text in the next meeting. Instead, we need to find a different reading text." (T)

In completing tasks related to text structure and content, the teacher may implement activities such as paragraph ordering, discussing the content of the paragraph and filling in missing parts of a text. For the paragraph ordering activity, the teacher will use texts consisting of four paragraphs; if the text is longer, it will be edited to avoid decreasing students' motivation when working

on the task. The paragraphs will be divided and distributed to each group, and students will work together to arrange them while engaging in group discussions. As the teacher stated in the interview transcript below:

Excerpt 13

Indonesian Version

“...sebelum berdiskusi itu mungkin teksnya dipenggal-penggal. Paragraf 1, paragraf 2, paragraf 3, paragraf 4 misalnya kita potong”, teksnya juga harus dipilih jangan yang panjangnya 2 halaman buku kalau, 2 pages it takes time. Mereka gak bisa...saya selalu...pilih teks yang I think the student can understand easily yang bisa mempermudah memahami isi teksnya, ada kalimatnya yang... kita cari di luar di internet susunan kalimatnya salah kita harus perbaiki...setelah diperbaiki dapat misalnya satu misalnya jadikan dari 8 paragraf kita jadikan 4 paragraf...biasanya...empat, jadi setelah kita tambahkan...ditukar, strukturnya, isi ceritanya tetap sama baru nanti di bahas di dalam kelas untuk memudahkan mereka reading comprehension...” (T)

English Version

“Before the discussion begins, the text is usually divided into smaller parts, paragraph 1, paragraph 2, paragraph 3, paragraph 4, for example. The text must also be carefully selected; we avoid using texts that are two pages long, because two pages take too much time and students won’t be able to manage. I always choose texts that I think students can understand easily, which will help them grasp the content more effectively. Sometimes, when we take texts from the internet, the sentence structure is incorrect, so we have to revise it. After revision, for instance, a text originally made up of eight paragraphs might be reduced to just four. Usually, I use four. Then, after some modification and rearrangement, without changing the story’s content, we discuss it in class to support students’ reading comprehension.” (T)

In the fill-in-the-blank activity, students will read a text and think about the answers for the missing parts (the blanks) by discussing them with their peers. For language features tasks, the teacher may use a single text that was previously used to teach another aspect. For example, if the teacher wants to teach the use of verb 2 in the simple past tense, they can ask students to underline all the verb 2 forms in the text while discussing with their peers. This

type of exercise is usually edited and prepared by the teacher well in advance for one semester's worth of lessons. As the teacher stated in the interview transcript below:

Excerpt 14

Indonesian Version

“... jadi meeting yang besok mungkin tentang penggunaan past simple dalam cerita. Nanti bisa menggunakan cerita itu kembali, mungkin dia mengunderline, mana dia yang Verb 2...” (T)

English Version

So in the next meeting, the focus might be on using the past simple tense in the story. We can use the same story again, and students may be asked to underline which parts use the past tense. (T)

In implementing the discussion method in the classroom, the teacher typically divides students into small groups of two to four members. Pairs would fall under pair work. According to the teacher, forming groups with more than four members often leads to unequal participation. Students tend to rely on peers who are more capable or outspoken, which results in reduced individual contribution during the discussion. As the teacher stated in the interview transcript below:

Excerpt 15

Indonesian Version

“...bagi kelompok itu enggak usah banyak-banyak, satu kelompok itu cukup paling banyak 3 sampai 4 orang itu sudah maksimal kalau berdua kan pair work ya. maksimal saya cuma taruh tempat orang tujuannya apa supaya kalau sudah 6 orang itu biasanya Cuma satu yang bekerja yang lain nggak dia kan ngandalin temennya yang yang dianggap...pintar...,yang paling vokal..., mereka bilang, sudahlah kamu aja lah ya..., kamu aja lah...Jadi saya menghindari gitu...” (T)

English Version

“you don’t need to have too many members in a group; three to four people per group is already the maximum. If there are two, that’s pair work. The maximum I usually allow is four. Why? Because when there are six people in a group, usually only one person does the work, while the others rely on their friend — the one they think is... smart..., or the most vocal... They often say, ‘Oh, just let this person do it, you do it’ So, I try to avoid that.” (T)

During the implementation of the discussion activity, the teacher moves around the classroom to monitor the progress of the discussions, assist students when needed, and assess their level of participation. As the teacher stated in the interview transcript below:

Excerpt 16

Indonesian Version

“...Keliling, I did monitoring, so, and then helping them, give them assistance. Mana tahu mereka bertanya, ‘Miss, what is this? Ini apa, Miss? Maksudnya ini apa.’ Terus saya jawab, ‘Ini, ini, ini.’ Terus mereka bilang, ‘Ohh gitu.’ Jadi, berkelompok gunanya kita melakukan penilaian sikap. Jadi kita bisa tahu ya yang mana sikapnya yang lebih aktif. Nah, siapa yang cuma diam aja, yang enggak mau gitu, nah sikapnya apakah dia mau bekerja sama dengan temannya...” (T)

English Version

“I walked around; I did monitoring, and then helped them, gave them assistance. Sometimes they would ask, ‘Miss, what is this? What does this mean, Miss?’ Then I would answer, ‘This, this, this.’ And they would say, ‘Oh, I see.’ So, working in groups also helps us assess students’ attitudes. We can see which students are more active and which ones are just sitting quietly, not really participating, and whether they are willing to cooperate with their friends.” (T)

During the main lesson, if the teacher notices that the class is starting to feel bored or tired of the material, the teacher will invite the students to play a game that is still related to the current topic. This activity is called a fun class and is usually conducted in the next meeting. For example, when learning narrative text, the teacher may introduce a game related to the simple past tense, such as a board game where students take turns answering questions about past

events they have experienced, like a memorable childhood memory. The teacher also participates by answering questions as she moves from one group to another. This interaction helps students feel more comfortable asking questions and speaking English with the teacher. As a result, the closer relationship that develops between the teacher and the students increases their motivation to learn English in class. As the teacher stated in the interview transcript below:

Excerpt 17

Indonesian Version

“Eee misalnya pembahasan teks naratif itu kan ada tentang past simple. Nanti ada board game, utamanya pakai dadu, berempat. Ehh, 'Tell about your childhood memory, memorable childhood memory.' Nanti dia cerita, ehh misalnya dia kepleset. Nah, untuk kelompoknya itu saya akan ikut sama mereka bermain, pindah dari one group to another group. Jadi misalnya dari kelompok Hani, nah nanti Miss dengerin dia cerita, 'Oke, right, let me try.' Jadi kita lebih engage dengan siswa. Jadi Miss coba sekali, 'I'll try this one.' Anak murid bilang, 'Pick, Miss, choose, choose.' Terus, 'Ok, this one,' kita cerita dengan anak tuh. Jadi mereka tuh bisa merasa lebih dekat dengan guru dan mereka tidak takut untuk bertanya, 'What is this?' Jadi dengan seperti itu karena mereka sudah menemukan enaknya sama Miss ini, jadi mereka akan merasa they are motivated to study.” (T)

English Version

“The teacher explained that when teaching narrative text, she often integrates the past simple tense through interactive activities such as board games. The students play in groups of four and take turns sharing personal experiences, such as memorable childhood events. During the activity, the teacher moves from one group to another, listens to the students’ stories, and participates by answering or sharing her own experiences. This interaction helps build stronger connections between the teacher and the students, encouraging them to speak English more confidently and ask questions without hesitation. As a result, the students feel more comfortable in class and become more motivated to learn.” (T)

4.1.2.2 While-Teaching Summary

Aspects	Themes
While - Teaching	<ul style="list-style-type: none">• Sequencing of Content and Focus on Language Features• Forming Groups and Assigning Tasks• Monitoring and Supporting Students' Work• Incorporating Fun Learning Activities

4.1.2.3 Post – Teaching : Implementation of Classroom Activities to Conclude the Lesson

At the end of the lesson, the teacher asks the students to summarize what they have learned, such as the content of the story, using their own words. The teacher allows them to use a mix of Indonesian and English when expressing their ideas. As the teacher stated in the interview transcript below:

Excerpt 18

Indonesian Version

“...What do you know? Can you retell the story to me with your own sentences? Apa saja yang dipahami, ayo. Boleh, misalnya kalau tidak bisa full bahasa Inggris, bahasanya campur sedikit-sedikit. Itu ada, mereka melakukan...” (T)

English Version

“What do you know? Can you retell the story to me using your own sentences? Just tell me what you understand. It’s okay, if you can’t use full English, you can mix it a little. They do that sometimes.” (T)

The teacher guides the students to make a conclusion in English, with the help of their peers. Students also assist one another in translating difficult vocabulary during discussions. As the teacher stated in the interview transcript below:

Excerpt 19

Indonesian Version

“Dalam membuat kesimpulan ataupun berdiskusi, mereka ngomong dicampur. Dicampurnya nanti dalam bentuk: 'Okay, the story is about Malin Kundang. He is miskin...' 'Miskin apa miskin?' 'Poor,' nanti gitu kata kawannya. Jadi, 'What is miskin?' 'Poor.' 'Okay, poor.' 'Miskin is poor.' 'He bla bla...' 'Jadi dibantu sama siswanya yang lain.'” (T)

English Version

“When making a conclusion or having a discussion, they mix the languages. It usually goes like this: 'Okay, the story is about Malin Kundang. He is miskin...' 'Miskin? What is miskin?' 'Poor,' one of their friends will say. Then, 'What is miskin?' 'Poor.' 'Okay, poor.' 'Miskin is poor.' 'He bla bla...' So they help each other during the discussion.” (T)

In the post-teaching phase, the teacher also provides flexibility regarding task completion. If an assignment or exercise is not completed during class time, the teacher reassures the students that it will be continued in the next meeting. The teacher rarely assigns homework, as many students lack parental supervision at home and may simply rely on the internet or tools such as ChatGPT to complete the tasks. As the teacher stated in the interview transcript below:

Excerpt 20

Indonesian Version

“...Saya lebih suka memberikan...di dalam kelas. Misalnya mereka tidak selesai, I will take the paper. Seberapa siap, Nak? Gak usah khawatir, kita lanjutkan besok. Jadi besoknya kita lanjutkan tugasnya itu nanti. Ketika jam-jam yang terakhir: So, you remember the assignment? Kemarin kan belum selesai, suruh nanti satu orang bagikan ke temannya. Silakan kamu lanjutkan. ‘Oke, Miss.’ Gitu... Kalau buat tugas-tugas individu agak sulit. Kenapa? They are using Google, and they are using, I mean like, tidak ada certain control, tidak ada yang mengontrol di situ. Orang tuanya paling, ‘Selesaikan PR-nya!’ Ya sudah itu doang. Kita nggak tahu, sekarang sudah ada AI, artificial intelligence, and students can use ChatGPT. Satu kalimat aja kita ketik, itu sudah menghasilkan sebanyak-banyaknya. So they can just pick up...” (T)

English Version

“I prefer to give the assignment in class. For example, if they don’t finish it, I will take the paper. ‘How ready are you? Don’t worry, we will continue tomorrow.’ So, the next day, we continue the assignment. During the last few minutes of class: ‘So, do you remember the assignment? You didn’t finish it yesterday, so later one student will distribute it to their friends. Please continue.’ ‘Okay, Miss.’ Like that. When it comes to individual tasks, it’s a bit difficult. Why? They are using Google, and they are using... I mean, there is no certain control, no one is supervising it. The parents usually just say, ‘Finish your homework!’ That’s all. We don’t know, now there’s AI, artificial intelligence, and students can use ChatGPT. You just type one sentence, and it can generate a lot of answers. So, they can just pick up the answers easily.” (T)

In managing transitions between topics, the teacher applies a flexible approach to assessment. When moving from one topic to another, for example from Narrative Text to Descriptive Text in the next meeting, the teacher does not require students to complete the entire previous material. The portion that has been completed will be evaluated and used as part of the students’ grades. If the students are able to construct correct sentence structures and clearly explain the content of each paragraph, they will receive credit for their work, and the class will proceed to the new topic. This approach is used because, in such cases, it is clear that the students have understood the material and

achieved the intended learning outcomes. Therefore, it is considered more beneficial to move forward, rather than spending excessive time on past material. As the teacher stated in the interview transcript below:

Excerpt 21

Indonesian Version

“...Tapi kalau tentang Narrative, hari ini kita mau masuk ke Descriptive Text. Sebaiknya jangan dikasih PR. Seberapa selesai, itu yang kita ambil. Kita bisa lihat di situ, yang penting kan mereka ada yang kerjakan. Kalaupun tidak selesai, tetapi strukturnya sudah benar, bahwa nanti di paragraf ini akan menceritakan tentang ini, itu kan berarti they understand, apa namanya, knowledge-nya kan, mereka paham ilmunya tentang Narrative Text itu. Jadi kita nggak perlu lagi yang sampai ke bawah. Maksudnya, ‘Oh, they know what to do, ya sudah, kasih skor.’” (T)

English Version

“But for Narrative, today we are moving on to Descriptive Text. It’s better not to assign homework. We will take and assess whatever they have completed so far. We can see from that whether they have made an effort. Even if the work is not fully completed, as long as the sentence structure is correct and the paragraph clearly tells what it is supposed to, that shows they understand, their knowledge is there. They understand the material about Narrative Text, so there’s no need to force them to finish everything. The point is, they know what to do, so we can give them a score.” (T)

At the end of the lesson, the teacher always informs the students about what they will be learning in the next meeting. As the teacher stated in the interview transcript below:

Excerpt 22

Indonesian Version

“...Ms sampaikan, biar mereka nggak kaget. ‘Nah, Reading lagi, Miss!’ ‘Again!?’ Kadang-kadang mereka copy kalimat kita. Jadi mereka dapat konteksnya, pemahamannya.” (T)

English Version

“I told them first, so they wouldn’t be surprised. ‘Oh, Reading again, Miss!’ ‘Again!?’ Sometimes they copy our sentences. That way, they get the context and the understanding.” (T)

4.1.2 3 Post-teaching Summary

Aspects	Themes
Post - Teaching	<ul style="list-style-type: none"> • Encouraging Reflection and Summarizing Students’ Understanding • Sharing and Assisting Peers • Allowing Flexibility in Task Completion • Implementing Practical Assessment Approach • Explaining Topic Transition

4.1.3 Evaluating Learning Activities by Both Teacher and Students

The teacher regularly collects both direct and anonymous feedback from students in order to refine and improve instructional methods. This feedback process typically takes place once a week or twice a month. In addition, the teacher frequently conducts self-reflection during classroom activities to further enhance the learning experience. As the teacher stated in the interview transcript below:

Excerpt 23

Indonesian Version

“Dalam satu minggu, Ms biasanya satu kali minta feedback, tidak menuliskan nama. Sebenarnya, seharusnya setiap pertemuan, tapi kadang-kadang tidak sempat baca semuanya. Pernah juga, dalam sebulan, Ms lakukan

dua kali. Ekspresi mereka macam-macam. Ada yang bilang, 'Senang belajar sama Ms Dewi, tapi saya masih takut ngomong, jadi masih campur-campur.' Ada juga yang bilang, 'Pokoknya sama Ms Dewi fokuskan sama anak-anak seperti kami yang kurang ngomong.' Ada juga yang bilang, 'Games dong, Ms, untuk besok,' gitu kan. Ada yang tulis di buku tulis, ada juga yang pakai Google Form, tapi jarang yang dari Google Form, karena mereka mengekspresikan ide mereka. Ada juga yang namanya self-reflection. Misalnya, hari ini siswanya di kelas kurang aktif, terus saya akan merefleksi, menghubungkan dengan feedback dari siswa. Misalnya, hari ini mereka bilang, 'Sama Miss ngantuk,' karena habis kegiatan seperti ini, reading-nya terlalu sulit, vocabulary-nya nggak ada yang tahu.' (T)

English Version

“In one week, I usually ask for feedback once, without requiring students to write their names. Actually, it should be done every meeting, but sometimes I don't have time to read all of them. Sometimes, I do it twice a month. Their responses vary. Some say, 'I enjoy learning with Ms. Dewi, but I'm still afraid to speak, so I still mix languages.' Others say, 'Please, Ms. Dewi, pay more attention to students like us who don't speak much.' Some also say, 'Let's have games tomorrow, Ms!' Some students write their feedback in their notebooks, and some use Google Form, but it's rare to get feedback from Google Form because they like to express their ideas more freely. I also do self-reflection. For example, if today the students seemed less active in class, I will reflect on that and connect it with the feedback from the students. Sometimes they say, 'We felt sleepy today, Miss,' maybe because the activity before was tiring, or because the reading was too difficult and they didn't know much of the vocabulary.” (T)

The teacher will give a test once all components of the material have been covered. For narrative texts, the test typically consists of multiple-choice questions. The content focuses primarily on reading comprehension, while grammar is assessed through dialogue-based questions. The questions are deliberately structured to incorporate a balance of higher-order, middle-order, and lower-order thinking skills. As the teacher stated in the interview transcript below:

Excerpt 24

Indonesian Version

“...Ada ulangan, ada yang multiple choice aja, ada yang multiple choice dengan essay. Essay cukup dua soal. Kalau narrative, jarang ya essay. Kalau soal, multiple choice reading comprehension. Kalau untuk grammar itu di-combine dalam bentuk dialog, jadi nggak ada yang nanya, 'past tense V2', jarang. Tapi lebih ke dalam bentuk dialog pilihan. Soalnya kan kita critical thinking skills ya. Tapi ada juga soal yang... soal kan nggak harus semua high order thinking skill, nanti nilainya nggak lewat gitu. Jadi kan harus ada yang mulai dari low, low, middle, sama high order.” (T)

English Version

“There are tests, some are multiple choice only, and some are multiple choice with essay questions. For the essay, just two questions are enough. For narrative texts, essay questions are quite rare. For multiple-choice questions, they're usually focused on reading comprehension. As for grammar, it's combined into dialogue format, so there aren't questions like 'What's the past tense of this verb?', that's rare. It's more in the form of multiple-choice dialogue. Since we focus on critical thinking skills, we include that too. But not all the questions should be high-order thinking skills, otherwise, students won't pass. So there has to be a mix: low, middle, and high-order questions.” (T)

4.1.4 Challenges in Using the Discussion Method on Narrative Texts

One of the main challenges faced by the teacher in implementing the discussion method, especially when teaching narrative texts, is students' limited vocabulary. This limitation often hinders their ability to fully comprehend and discuss the content of the text. To address this, the teacher usually provides guidance by starting with simple comprehension questions such as “What do you understand about the first paragraph?” This strategy helps students focus on meaning before moving on to deeper analysis. In practice, the first discussion session is often dedicated solely to understanding the content of the text. When the narrative is unfamiliar, only a few students are able to retell or discuss the story. On the other hand, if the story is overly familiar, such as *Malin Kundang*, which students may have already studied since elementary school, the discussion tends to be superficial, offering little new learning. The teacher noted that students

sometimes encounter the same story repeatedly throughout their academic journey (e.g., in elementary, junior high, and senior high school), which limits their engagement and vocabulary development. To overcome this issue, the teacher seeks out alternative narrative texts that are more varied and less familiar to students. This allows learners to be exposed to new vocabulary and storylines, increasing the effectiveness of the discussion method and enhancing their reading comprehension skills. As the teacher stated in the interview transcript below:

Excerpt 25

Indonesian Version

"Yang takes time banget itu memang ketika membahas isi teks, karena mereka itu lack of vocabulary. Jadi memang mereka itu harus di-guide. Jadi, di paragraf pertama, kita tanyakan dulu, 'What do you understand about paragraf pertama?'" (T)

English Version

"The part that really takes time is when discussing the content of the text, because they lack vocabulary. So, they really need to be guided. In the first paragraph, we first ask, 'What do you understand about the first paragraph?'" (T)

4.1.5 Advantages and Disadvantages of the Discussion Method

In its implementation, the teacher explained both the advantages and disadvantages of using the discussion method. As for the advantages, the teacher stated that this method helps students develop a better understanding of the text compared to simply assigning reading and written questions. The teacher noted that if students were only asked to read the text and answer questions (such as "Read this text and answer questions 1 to 6"), they would often copy answers directly from the text without truly understanding the content. Through discussion, however, the

teacher can actively check students' comprehension by prompting them to explain the text in their own words. For instance, students are asked, "What do you know about the text?" If they are able to retell the story based on their understanding, it indicates genuine comprehension. Regarding the disadvantages, the teacher acknowledged that conducting discussions with the whole class requires extra energy and effort. Not all students maintain attention throughout the session; some may become bored quickly. For example, when the class has only finished discussing paragraph two and still needs to cover additional paragraphs, some students already show signs of fatigue. To address this, the teacher uses ice-breaking activities, such as brief games or playing music for a few minutes, to re-engage the students. After the break, the teacher prompts them to continue: "Now, sit down and go back to our third paragraph. We've only finished paragraph two. What do you understand about paragraph two? What is it about?" The teacher then engages specific groups, e.g., "Group 3, what do you think about this?" although sometimes certain groups hesitate and need encouragement to participate. As the teacher stated in the interview transcript below:

Excerpt 26

Indonesian Version

" ...Untuk kelebihan, untuk membahas teks itu siswa jadi paham, daripada kita lepas. 'Coba you baca teksnya, coba kamu baca teksnya. Ini ada soal 1 sampai 6, kita jawab.' No. Mereka akan copy-paste jawaban dari teks, mereka tinggal copy-paste aja jawabannya. Itu yang terjadi. Jadi, artinya mereka tidak paham. Kita, guru, mengecek pemahaman siswa terhadap isi teks tersebut. Kalau mereka sudah paham, misalnya ada di antara mereka yang mampu menceritakan isi teks itu yang mereka pahami. 'What do you know

about the text?'. Untuk kelemahannya, itu adalah ketika berdiskusi secara the whole (whole class) memang butuh ekstra energi, karena ada yang memperhatikan, ada yang cepat bosan. Jadi misalnya ada yang cepat bosan, ini baru paragraf 2, masih ada dua paragraf lagi. Untuk paragraf 3, saya ice-breaking dulu. Saya ajak main, misalnya agak 3 menit, bisa dengan music, bisa dengan apa. Nah, setelah itu, 'Sit down, go back to our third paragraph.' Tadi kan baru sampai paragraf 2, nih. Jadi, 'What do you understand about paragraph 2? What is it about?' Dijawab, 'this, this, this.' 'Okay. Now, paragraf 3, grup 3. What do you think about this?' Gitu kan. Nah, kelompok 3 diam, ada yang nunjuk tangan." (T)

English Version

“The advantages and disadvantages of using the discussion method. For the advantages, when discussing the text, the students really understand it. It's better than if we just let them go like, 'Okay, you read the text. Here are questions 1 to 6, let's answer them.' No. They will just copy-paste the answers from the text, they just copy-paste the answers. That's what happens. It means they don't really understand. We, as teachers, check the students' comprehension of the text. If they truly understand it, there will be some of them who can retell the content of the text as they understand it. 'What do you know about the text?'. As for the disadvantages, when conducting a whole-class discussion, it really takes extra energy, because some students pay attention, but some get bored quickly. For example, some get bored, this is only paragraph 2, and there are still two paragraphs to go. So for paragraph 3, I usually do an ice-breaking activity first. I get them to play for about 3 minutes, with music or something else. After that, 'Sit down, go back to our third paragraph.' Earlier, we only reached paragraph 2, right? So, 'What do you understand about paragraph 2? What is it about?' They answer, 'this, this, this.' 'Okay, now paragraph 3, group 3, what do you think about this?' Then, group 3 goes quiet, and one student raises their hand.” (T)

4.1.6 Comparison with Other Methods

Based on the teacher's experience, alternative methods are rarely used in reading lessons. The teacher finds that the discussion method is the most suitable, although it is mainly implemented when exploring the content of the text itself. Prior to the text discussion, various pre-reading activities are conducted to activate students' background knowledge. These include tasks such as sequencing pictures, creating mind maps, or using semantic mapping. In semantic mapping, for example,

students write down everything they know about the given topic or title. These activities help gather students' prior knowledge. Once this has been established, they move on to reading the text and conducting a discussion based on what they have read. As the teacher stated in the interview transcript below:

Excerpt 27

Indonesian Version

"Metode yang lain jarang pakai ya, tapi yang paling cocok itu discussion. Tapi discussion itu ketika membahas isi teksnya aja. Sebelum membahas teks itu, macam-macam, ada yang bisa menyusun gambar, ada yang bisa dengan mind mapping, mendeskripsikan. Dulu namanya semantik mapping, kita buat judulnya, terus nanti mereka menuliskan everything they know about the title yang ada di judul itu. Tuliskan, kasih contoh misalnya... Jadi, itu pengalaman dari situ, untuk mengumpulkan background knowledge-nya. Setelah itu, baru dilakukan discussion lewat teks yang mereka baca." (T)

English Version

"Other methods are rarely used, but the most suitable one is the discussion method. However, the discussion is only applied when exploring the content of the text. Before discussing the text itself, there are various pre-reading activities, such as sequencing pictures or creating mind maps to describe the topic. Previously, we called it semantic mapping, we would write the title and then have the students write everything they know about that title. For example, if the topic is 'water pollution,' they might write things like dirty river, plastic bags, trash everywhere, littering, and so on. These activities are used to activate students' background knowledge. After that, we proceed to the discussion based on the text they have read." (T)

4.2 Discussion

The findings reveal several key areas that can be succinctly discussed in the following section.

4.2.1 Definition of Discussion Method According to The Teacher

The teacher defines the discussion method as an interactive process in which students actively engage with reading materials, such as articles or texts,

through group discussions. This approach is primarily aimed at enhancing students' reading comprehension by allowing them to explore not only the structural and linguistic elements of the text, but also the deeper meanings and messages conveyed. This definition aligns with Abdalbaki (2018), who describes discussion as an activity that involves the exchange of ideas among multiple individuals or groups. The teacher's understanding reflects an awareness of both theoretical concepts and practical application, indicating that her choice of this method is informed and intentional.

4.2.2 Implementation of Discussion Method: Pre-Teaching, While-Teaching, and Post-Teaching

The discussion method is implemented through structured stages: pre-teaching, while-teaching, and post-teaching. In the pre-teaching phase, the teacher ensures punctual preparation, builds students' confidence through English warm-up conversations, and activates prior knowledge using visual aids and brainstorming. This phase also includes stating the lesson topic and objectives clearly. During the while-teaching phase, instruction is paced according to students' proficiency levels, using varied texts and interactive group activities such as paragraph ordering and grammar identification. The teacher provides ongoing support and incorporates games to sustain engagement and motivation. In the post-teaching phase, students summarize what they have learned using mixed English and Indonesian, with peer support for vocabulary clarification. Unfinished tasks are continued in class rather than

assigned as homework, acknowledging students' limited supervision at home. Assessment focuses on students' comprehension and effort rather than task completion alone. The teacher also informs students about the next lesson in advance to support smooth transitions between topics.

The teacher's use of the discussion method closely reflects the approach described by Wannisa et al. (2023) in a 10th-grade reading class, especially in using small group discussions to improve reading comprehension. However, unlike Wannisa et al., who regularly assigned written tasks throughout the lessons, this teacher only gave individual assignments during formal assessments. This suggests a stronger focus on in-class interaction rather than written work outside the classroom. The structure of the discussion also follows the three-phase model proposed by Rizwan (2021): pre-discussion (introducing the topic and giving examples), discussion (group work with teacher support), and post-discussion (reviewing and clarifying key points). One notable difference is that this teacher did not limit students' questions when time was short. Instead, unanswered questions were carried over to the next lesson, creating a more student-centered environment that encourages participation and values students' curiosity.

4.2.3 Evaluating Learning Activities by Both Teacher and Students

In evaluating students' understanding of the material, the teacher demonstrated similarities with previous research findings. In this research, the teacher assessed students through various methods, including collaborative task

performance, retelling activities, and multiple-choice tests based on narrative texts. These strategies reflect those highlighted in Zahrah et al. (2025), where each discussion session lasted around 20 minutes and was followed by group presentations, allowing for both peer and teacher evaluation.

4.2.4 Challenges in Using the Discussion Method on Narrative Texts

One of the challenges acknowledged by the teacher is that a significant portion of class time is devoted to explaining the content of the reading texts due to students' limited vocabulary. This issue is consistent with the findings of Monica and Soplantila (2024) and Safitri (2023), who emphasize that limited vocabulary and weak grammatical knowledge significantly hinder students' reading comprehension.

4.2.5 Advantages and Disadvantages of the Discussion Method

The teacher highlighted both strengths and weaknesses of the discussion method. A major advantage is that it helps students develop a deeper understanding of texts by encouraging them to articulate ideas in their own words--an indicator of genuine comprehension. This supports findings by Masruroh and Andriani (2023) and J. Ying (2020), who emphasize discussion as a powerful tool for improving reading skills and emotional connection with the content.

However, the method also poses challenges. Managing full-class discussions demands considerable effort, and some students may lose focus. As noted by Broughton et al. (1980), unengaging or poorly selected materials can

reduce the effectiveness of discussions and limit student participation, ultimately undermining learning outcomes.

4.2.6 Comparison with Other Methods

The teacher in this research prefers the Discussion Method, considering it the most effective. This view is supported by a quasi-experimental study by Pahamzah et al. (2020), which found that while both Discussion and Role Play improved students' speaking skills, the Discussion Method produced significantly better results. The researchers recommended its use in English language classrooms for greater impact.