

**IMPROVING THE STUDENT'S READING COMPREHENSION BY  
USING A SMALL GROUP DISCUSSION AT THE FIRST YEAR  
STUDENTS OF SMPN 3 WOTU**  
*(A Classroom Action Research at VII A Class of SMP Negeri 3 Wotu )*



*A Thesis*

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Dengan ini menyatakan:

Skripsi yang saya ajukan di depan tim penguji adalah *hasil karya saya sendiri bukan hasil ciplakan dan tidak dibuatkan oleh siapapun.*

Demikian pernyataan ini saya buat dengan sebenar-benarnya dan bersedia menerima sanksi apabila pernyataan saya tidak benar.

Makassar, Juny 2017

Yang membuat perjanjian

**St. Rahmi baddu**

## MOTTO

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*Success come from your self. Then keep  
proceeding to get the best results.*

## ACKNOWLEDGEMENTS



### *In the name of Allah, Most Gracious, Most Merciful*

Alhamdulillah Robbil ‘Alamin, the writer is grateful for all the bounties that Allah SWT. has showered on one which enabled me to complete this proposal. Shalawat and salam are addressed to the final chosen religious messenger, the Prophet Muhammad SAW who has changed the human life.

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The Writer

## ABSTRACT

**ST. Rahmi Baddu (2015).** Improving the Student`s Reading Comprehension by Using Small Group Discussion at the First Year Student of SMP Negeri 3 Wotu in Academic Year 2015/2016. The first Advisor: M. Basri Dalle and Second Advisor: Ilmiah

The research is a class action research (CAR) aimed at improving the results of studying English in grade VII SMP Negeri 3 Wotu East Luwu Regency through learning English with collaborative learning affinity grouping. The subject of the research grade VII SMP Negeri 3 Wotu Luwu as many as 31 people listed on the school year 2015/2016

This research was conducted in 2 (two) cycle. The cycle 1 and cycle II where a cycle consists of four meeting to the implementation of learning as well as 1 time meeting to test cycle I and cycle II consists of four meeting to the implementation of learning as well as 1 time meeting to cicle II. The instrument use in the research is the observation sheets students and test the end of cycle . data collected in analysis with descriptive statistics.

After learning for 2 cycle then obtained the following results . (1) United kingdom language learning results of students on a cycle 1 was a quite a category , with an a average score 63 from 75 highest score and lowest score 50 to score the maximum that my be achieved was 100. (2) results of study English students of cycle II is on the category, with an average score of 79 from the highest score was 90 and lowest score was 70 to score a maximum that may be achieved was 100. Beside that there is a change of activity of students toward better learning in accordance with the activities that are monitored through observation sheets students, from the results of those analysts then it can be concluded that the results of learning English in grade VII SMP Negeri 3 Wotu East Luwu Regency is rising after applied English Learning approach with Small Group Discussion.

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## CHAPTER I

### INTRODUCTION

#### **A. Background**

Reading is one of English skills that have been emphasized in syllabus of Junior High School. This means that Reading is one of the teaching learning objectives without neglecting the other language components such grammar, vocabulary, pronunciation as well as the spelling. In the reading process the students are not merely necessary to read the text loudly, but the most important thing is how the text or passage is comprehensible according to the objectives of reading itself. But the situation in the real class, there are many problems still faced by the students in understanding the message of the text such as they cannot finding the mean idea, general and specific information.

According to Adam (2003:33), reading essentially the process of getting information from the written language. Through reading, students are expected to be able to get more knowledge, information and pleasure. As one of the importance language skills, reading has to be taught intensively.

Bernhardt (2011:7) states that reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. The ability of the students to comprehend a reading text is affected by many factors. Some of them are the student's knowledge, situation, teacher's knowledge and also factors like attention, motivation and interest. Even though reading is taught since in elementary school,

many problems faced by the high school students, such as in finding the main idea, general and specific information.

The problems that have been stated above were found to the first year students of SMP Negeri 3 wotu when the researcher conducted the initial observation. The ability of the students to comprehend the text was affected by many factors; some of them were the student's knowledge and also physiological factors like attention, motivation and interest. Firstly the researcher gave the example to the students how to read the passage. After that, the researcher asked some students to read it again and answer the following questions without giving more explanation. From the result above, it showed that not only the students gave fewer attentions to the reading comprehension, but also the teacher. As a consequence, the students find difficulties in comprehending the text. Moats (2001:7) states that the most fundamental responsibility of school is teaching students to read.

Seeing the ability of the students that still need to be improved, the technique which is used by the researcher is expected the students can solve the students' problem in reading comprehension. The grouping technique which is expected to motivate between single students with others students can give progression for the students to improve the students reading comprehension. Harmer (2002:118) states that the advantage of having different students grouping is that they help to provide variety, thus sustaining information.

One strategy which is assumed to be appropriate as a solution for the problem is the small group discussion technique. Gibson (2010:4) writes that the

purpose of using the small group discussion technique is to develop students' abilities to formulate and debate arguments or to refine their critical understanding of a particular topic. Every member of the group will be given the reading text with exercises to assist them in finding the main idea and identify general and specific information.

Small group discussion is defined as a technique of teaching reading comprehension in which the students are divided into small groups. Besides being able to exchange the ideas, students also can enhance cooperation and togetherness in solving the problems they encountered during the processing task. Each small group is designed to read the material of the text, after students finish reading, students are expected to be able to answer the questions and discuss the main idea, general and specific information of the paragraph, finding the meaning of difficult word, synonym and antonym.

In this research the students are asked to read carefully the text provided by the researcher (in this case act as a teacher) who first asked to create group that contains of 4 students. After students finish reading the texts, they could understand exactly what they read, they were expected to answer questions and solve problems. After all, teacher and students discussed together what student had gotten from reading text.

In accordance with the facts above and based on the research's experiences in teaching English, the researcher is highly motivated to find out the effectiveness of small group discussion technique in improving the student's ability in doing a reading comprehension activity.

Using group discussion technique is very well in the teaching and learning process, the students was be involved actively in the teaching and learning activities in the classroom. Moreover, the researcher believes that group discussion technique can improve the students involvement in reading activity at the first year students of SMP Negeri 3 WOTU .

### **B. Problem Statement**

Based on the background of the research, the research problem can be formulated as follow:

1. How is the improvement of the student`s literal reading comprehension using small group discussion technique at the first year students` of SMP Negeri 3 Wotu ?
2. To what extent is the effectiveness reading of small group discussion technique in the first year students` of SMP Negeri 3 Wotu ?

### **C. Objective of the Research**

The objective of this study are :

1. To find out the improvement of the student`s literal reading comprehension using small group discussion technique at the first year students` of SMP Negeri 3 Wotu ?
2. The objective of this study is To what extent is the effectiveness literal reading comprehension of small group discussion technique in the first year students` of SMP Negeri 3 Wotu.

#### **D. Significant of the Research**

This research is concerned with teaching and in reading comprehension, using small group discussion technique to improve the students reading comprehension. It can improve the students' reading ability and students was find the meaning in every word of the text. In the reading classroom, the teacher is a motivator or stimulator. Therefore, the findings of the present research are expected to indicate significant theoretical and practical information on

The importance of implementing group discussion technique in teaching reading, described as follows:

Theoretically, the findings of the present study are expected to shed light and insight to the existing theories related to the knowledge and principle of small group discussion technique to improve the students' reading comprehension.

Practically, the presence of this research is expected to help the English teachers who teach the first year students of SMP Negeri 3 wotu in improving their students' reading comprehension. The result of the research is expected to be able to motivate and inspire the teacher and students in increasing their ability to understand texts and shared experiences in improving the students' reading comprehension.

#### **E. Scope of the Research**

On account of this fact, challenges related to reading comprehension faced by the subjects of this study are definitely too broad and complex to be dealt with in a single study. Accordingly, in the present class action study the researcher,

while acknowledging that there are many other useful strategies, the researcher limits the study is only on small group discussion as an activity to teach reading comprehension in the form of descriptive paragraph of first year students of SMP Negeri 3 WOTU in Academic years 2015/2016.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Small Group Discussion**

Small group discussion is a technique for teaching. In this technique, the group is divided into small group that consist of maximum five students. Serravello (2010:5) writes that small group gives children the chance to hear other students' thinking about their reading process and responses to texts. By using it, it could be easier for the students to actively participate. They meet as small gatherings or as break-outs of large meetings and are offered many opportunities for creative, flexible interchange of ideas and lively, meaningful participation. The main point in setting up a discussion group is to make sure that each group member participates.

Small group it self is three or more people interacting face to face, with or without an assigned leader in such a way that each person influences, and is influenced by another person in the group.

Two opposite tendencies exist with regard to the number of people in a group. The larger the group, the greater is the pool of talent and experience available for solving problems or sharing the effort. On the other hand, as the size increases, fewer members have the chance to participate, and indeed the differences in relative participation increase to the point where one or two members begin to dominate.

Small group technique help people participate freely and actively. It includes special activities or formats that help interest and engage people.

Moreover it fosters active participation and steer the participants toward constructive dialogue. It help avoid complain-oriented or conflict-driven session.

Small group technique have certain basic characteristics, as follow:

1. It emphasizes active participation and interaction
2. It is usually run by a group leader or facilitator
3. It has a task, theme or goal
4. It help reach consensus or develop priorities
5. It gathers a range of ideas, opinions and concerns
6. It is applied to either planning or project development.

A student with good comprehension can be categorized as the one who reads accurately and efficiently, so as to get the maximum information from the text with the minimum of miss understanding. However, language is not the only factor for successful comprehension.

The reason for failure in comprehension is connected with defective habits. Several things can go wrong in comprehension ability illustrates :

1. Some students find it difficult to “see the wood for the trees.” Other students do not always pay enough attention to detail. They may have a good idea of the general meaning of a text, but miss understanding particular points.
2. Some students are “imaginative readers.” Especially if they know something about the subject, or have strong opinion about it, they may interpret the text in the light of their own experience and viewpoints, so that they find it(is) difficult to separate what the writer says from what they feel themselves.



Thus, to cope with those kinds of problem, the writer gives an alternative teaching technique in reading comprehension class, that is a small group discussion teaching technique.

Because of the many passages written in English as an international language, foreign language students, including Indonesian, learn English to broaden their knowledge by reading passages. It is not surprising that the Indonesian students may find some difficulties in comprehending English passages. What makes a passage difficult to understand is that the students are not really familiar with the language.

The writer has observed that the teaching of reading in foreign language classes still emphasizes the passive way. Furthermore, students of a foreign language class may read slowly and pay much attention carefully to individual points, but cannot get a clear idea of the overall meaning of the text. Using a small group discussion teaching technique, a student is able to get the meaning of a passage by getting information from his fellows and teacher. Students can share the difficulties in the reading text to each other and provide themselves with the knowledge.

The classroom organization does not deal directly with the reading process, or with materials, methods, or approaches to teaching reading comprehension. Yet without good classroom organization and classroom management, reading instruction may be totally ineffective. It is enough for teachers to know what organizational patterns and management techniques are conducive in learning.

In small group discussion, the class has to be in charge in each of the group. The writer also believes the discussion group applied to junior high school students still has to get more directions from the teacher. Hence, the students might have opportunity to arrange the chairs and tables in order to have communicative class using a small group discussion in the classroom after they get the instructions from the teacher.

## **B. Reading**

Reading is an active and interactive activity to reproduce the word mentally and vocally and tries to understand the content of reading text. It is important to bear in mind that reading is not an invariant skill, that there are different types of reading skills, which correspond to the many different purposes we have for reading.

Reading competence is essential to personal enrichment and the development of intelligent citizenship. By reading, the students can enlarge or enrich their knowledge and experience because most of information they need is served in written form. The curriculum of English for SMP states that the teaching of English should cover the four language skills; (listening, speaking, reading and writing). The teaching of these four skills should be done integratively. The teaching approach used for the 2002 curriculum, competency-based curriculum, is communicative approach. Reading skill is always given the main emphasis. As it is stated in the 2002 curriculum of English for SMP, the main goal of teaching English is to make students able to read. It means that the main goal of English

teaching and learning for Indonesian students is to comprehend, that is to fully understand written or printed information.

Teaching a foreign language especially English is not as easy as teaching the first language, because it is something new for the students of Junior High School. The first year students will certainly face many problems. Up to this time, we often hear the disappointment of English teachers because of low scores of their students in the final exam (Bustami Subhan, 1990). Considering the importance of reading skill, the teacher should improve the teaching of reading comprehension. The teacher can use some methods of teaching reading so that the students can enjoy and be stimulated in learning EFL reading comprehension. One of them is by using small group discussion teaching technique. The writer has found that teaching reading in junior high school needs such kind of communicative technique.

the conception of reading high lighted in the precending discussion, there are four kinds of reading, they can be described as follow:

### **1. Intensive Reading**

Intensive reading is text reading or passage. in this reading the learner read the text to get knowledge or analysis. The goal of this reading is to read shorter text. This reading is done to carry out to get specific information. Learners read book to acquire knowledge is the kind of intensive reading (Patel and Jain, 2008: 118).

## **2. Extensive Reading**

Another kind of reading is extensive reading. Extensive reading is not like intensive reading that focuses only on translating and extracting the printed symbol, words, phrases or sentences to find detailed information of the text being read. Extensive reading has a wider coverage compared with intensive reading. Grellet (1990: 3-4) states that extensive reading is a fluency activity involving global or holistic understanding of much longer reading texts. The topics of the text are usually discrepant kind and they finely meet the personal interest and concerns of the readers themselves. Extensive reading activities are usually done for one's pleasure or enjoyment only.

According to Harris (2007:139), extensive reading of children's literature encourages students to set their own purposes and goals for reading. Students employ extensive reading when they find magazine articles about a topic that interest them. We have discussed the importance of extensive reading for the development of our students' word recognition and for their improvement as readers overall. But it is not enough to tell students to „read a lot“ we need to offer them a program which includes appropriate materials, guidance, tasks and facilities such as permanent or portable libraries of books.

## **3. Reading Aloud**

Lee Hahn (2003: 2-4) states that reading aloud may look like an ordinary event in a typical classroom, but it feels extraordinary when the teacher who is reading is aware of the power of the book and the importance of her role is not only reading to her students, but also leading them through the

book by using reading aloud, as a teaching time. Not only the teacher can feel the difference, but also the students.

Furthermore, Scott and Ytreberg (2000: 57-58) writes that reading aloud is not the same as reading silently. It is a separate skill and not one which most People have that much use for outside the classroom. But it can be useful, especially with beginners in a language. Reading aloud is often be done by reading round the class one by one and many children seem to enjoy it.

#### **4. Silent Reading**

Silent reading is a very importance skill in teaching of english. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. Teacher has to make them read silently as and when they are able to read without any difficulties. It is kind of habit in which learner are enable to read without any audible whisper. Silent reading is the most importance type of reading. Silent reading should be introduced when the students has mastered the basic structured, comprehends the meaning of the words and can recognize and pronounce words accurately. Silent reading enable the students to read without making sound and moving his lips. It helps him read with speed, ease and fluency. It aids comprehension and expands the student's vocabulary. (Patel and Jail, 2008: 123).

#### **C. Reading Comprehension**

Reading comprehension it is important to bear in mind that reading is not an invariant skill, that there are different types of reading skills that correspond to

the many different purposes we have for reading”.

So, in the classroom students’ reading activities, the writer is sure that they have many purposes, among others are to graduate from their school and to provide themselves with the knowledge to continue their studies whatever their purposes are. In order to achieve the goal, the comprehension ability in reading is needed.

The concept of reading comprehension could be bottom-up and top-down approaches. Mentions that with the bottom-up approach, the reading is viewed as a process of decoding written symbols, working from smaller units (individual letter) to larger ones (words, clauses and sentences).

What is meant by reading comprehension is a term used to identify those skills needed to understand and apply information contained in a written material. This statement is supported who say that reading comprehension ability is taught to be a set of generalized knowledge acquisition skills that permits people to acquire and exhibit information gained as a consequence of reading printed language.

According to Klingner (2007:14) assessing comprehension is fraught with challenges, because it can be difficult to determine how much students really know and what they are actually thinking. Traditional measures tend to focus on straight recall or literal understanding, but there is much more to comprehension than these. Klingner further argued that reading comprehension assessment has different purposes. One of these is to compare students’ comprehension levels to those of students in a forming sample.

Assessment tools and methods help teachers to development and progress of their students. Assessment method encompass the means by which a teacher wishes to assess students. Tools are instrument for measurement for each method. Formal method and tools included standardized tests and age related developmental milestones. Informal method and tools include use of flash cards and anecdotal record, Caldwell (2008:34).

Furthermore, Brown (2000:415) states that assessment is a broad term converging any conscious effort on the part of a teacher or students to draw some conclusions on the basis of performance. Tests are special subset of the range of possibilities within assessment, of course they constitute a very silent subset, but not all assessment consists of tests.

In this research, the type of questions constructs in every test is essay test items. This test consists of five questions. Students will answer each question by writing on the answer sheet provided. Students will get two score for each correct answer and zero for a wrong answer or no answer.

Reading is not merely the recognition of word, but it is very complex process of understanding the written symbols that involves the process of thinking. It can be said without thought, the process of understanding printed words will be impossible to be done. According to Brown (2004:185) that in foreign learning, reading is likewise a skill that teachers simply expect learners to acquire. Reading is one of the important skills that must be mastered in learning English. The ability in reading will help the students to comprehend text and its meaning. Language component such as, vocabularies, structure and many other to

understanding the meaning of the text can support the ability of reading. Reading comprehension refers to an activity reading and understanding written text.

Meanwhile, Chesla (2001:13) states that to understand and remember about what have been read, it's needed to be involved with what are reading in. However, in reading process, the typical problems of the students in comprehending the English text are the difficulty in figuring out the main idea of the passage, the difficulty in figuring out the meaning of the selection because there are so many words that do recognize, and the difficulty in summarizing the content of the text, moreover, Harmer (2002:99) writes that reading is useful for language acquisition. Provided that the students more or less understand what they read, the more they read, the better they will get in.

On the other hand, according to Klinger (2007:2) reading comprehension is the process of constructing meaning by coordinating a number of complex processes that includes words reading, words knowledge and fluency. Recent studies have focused on how readers use their knowledge and reasoning to understand texts. The term comprehension strategy is sometimes used to refers to the process of reasoning. Good readers are aware of how well they understand a text while reading and also take active steps to overcome difficulties in comprehension. Students can be instructed in strategies to improve text comprehension and information use.

Moreover Moats (2001:5) states that reading is the fundamental skill upon which all formal education depends. Research now shows that a child who doesn't learn the learning basics early is unlikely to learn them at all. Any child



who doesn't learn to read early and well will not easily master other skill and knowledge and is unlikely to ever flourish in school or in life.

#### **D. Literal Reading Comprehension**

Literal comprehension is the foundation for critical and inferential comprehension; to go beyond the text, you must first understand the text. An effective reader thinks critically about text. The first key to comprehending a written passage is to understand it from a literal point of view. Literal comprehension is the understanding of the written meaning of a passage: the definition of words, the context of the writing, the main idea of the passage, and the sequence of thought chosen by the author. Literal comprehension reserves studying author interpretation until after a student understands the basic message of a written passage.

##### **1. Research Facts**

A dictionary is an important tool for literal comprehension, but alone, it may not be enough. Researching the definition of words, to form a literal comprehension, begins with studying the definitions of words, but also requires a little experience with the way the author used the word during the time of the writing. Beyond the dictionary definition, review the cultural and political ideals present in the world where the author wrote the passage. As an example, William Blake's poem "London" describes a dark image of London. If you continued studying Blake's world, you would find that Blake wrote the poem during the early British industrialization and urbanization, giving you the clues to understand that Blake is discussing the dangers of industrialization.

## **2. Understanding in Context**

While each word in a passage has a specific definition, each word is also defined by the words surrounding it in a sentence. A contextual analysis of a word involves looking at these surrounding words for clues about the meaning, or alternate meaning, of unfamiliar words. To form a contextual understanding a word, identify the definition of surrounding words and review how the surrounding words affect the definition of the original word. For instance, the sentence from Robert Frost's poem "Out, Out –", "The doctor put him in the dark of ether" may require a definition for the word "ether." The context is medical, from the word "doctor," and the poem suggests a surgery. From these clues, you could deduce that the word means sedation.

## **3. Read for Main Idea**

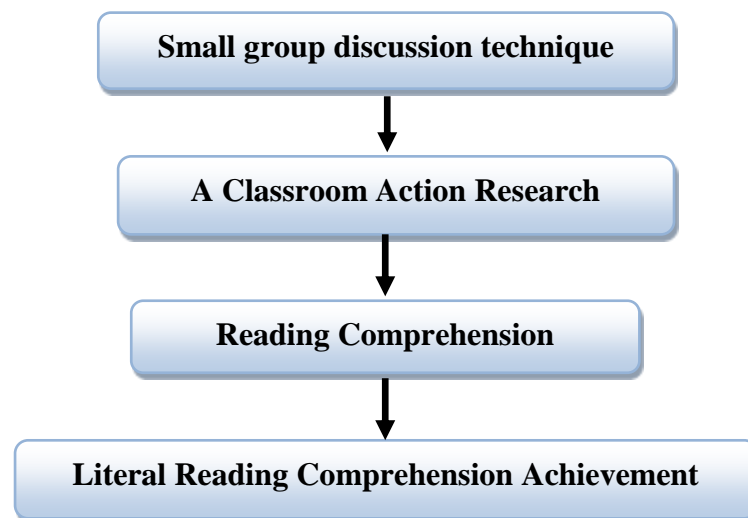
The main idea of a passage is the primary idea presented by the work. Passages can be a part of a larger work, or written in the context of another work, such as a small passage from a story. Studying a passage from this perspective requires that the passage be read from the point of view of the main idea. As an example, William Blake wrote two major poetry collections, "Songs of Innocence" and "Songs of Experience." If you were reading a section from the first, you would expect to interpret each poem from a youthful, optimistic perspective, giving you a clue about his meaning for each work.

## **4. Sequential Study**

A sequential study is reading a passage in a specific order. The order of the passage becomes an important element for understanding how you should

interpret it. For instance, if you are reading an action sequence, each statement builds the scene, adding more information to the image as the passage describes the action. Reading the last line first would leave you confused, with no information about the meaning or perspective of the passage. A sequential study demonstrates how you can find interpretation clues about a passage from the previous information in it.

#### **E. Conceptual Framework**



The conceptual framework is use small group dicussion technique to improve the student reading comprehension in a classroom action reseacrh . In the research we can to knowing literal reading comprehension achievement using the tecnique.

## **CHAPTER III**

### **RESEARCH METHOD**

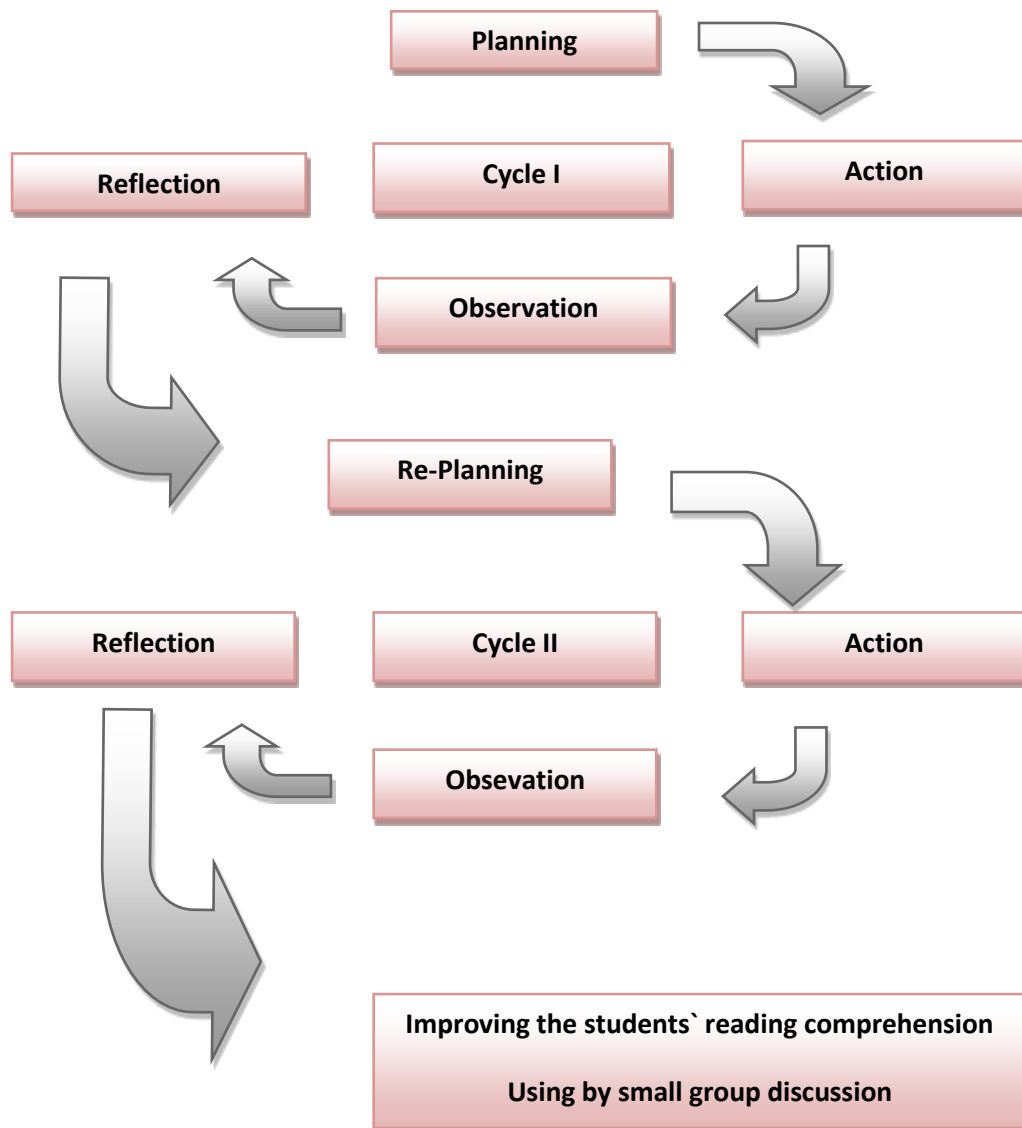
#### **A. Research Design**

The present researcher use classroom action research design (CAR) as a research design. According ton Sonora cited in Burns (2010:5), classroom action research was defined as a research that carries out in the classroom by the teacher, mainly with the purpose of solving problem or improving the teaching learning process.

This classroom action Research was concerned with teaching reading comprehension through small group discussion technique. The teaching learning processes were divided into two cycle where each cycle consisted of two sessions, so there were four sessions altogether. Each sessions consisted of four interconnected activities: planning, action, observation and reflection. There are two kinds of tests to measure the students" reading ability; they were pre-test and post-test. Pre-test was applied to find out the students" pre-existing reading comprehension, while post-test which was administrated at the end of each session, in order to reveal the expected increase in the student's reading comprehension achievement after they had been taught reading comprehension through small group discussion technique.

In this research was conducted in four stages there are: 1. Planning, 2. Action , 3. Observation , and 4. Reflection.

### The Cycle Scheme of Classroom Action



#### Cycle 1

##### 1. Planning

- a. In this section, the teacher was prepared material of the reading using small group discussion method.

- b. make lesson plan for the first meeting until fourth meeting about tenses material,
- c. Making preparing media in learning process,
- d. Making observation paper for observing the condition of learning process.

## 2. Action

Action refers to what extent the researcher in the classroom during the teaching of reading comprehension through small group discussion technique. Each of this study will related to what the researcher have plan in the lesson plan in the relation to improve the reading comprehension of the first year students of SMP Negeri 3 Wotu. There are three main activities the researcher did as realization of the lesson plan state in plan, there are: pre activity, whilst activity and post activity.

- a. In Pre activity, the researcher will tried to activate and focus the subjects mutual interest and concerns to the technique being used.
- b. In Whilst activity,
  - 1) The teacher give the students the reading text
  - 2) The teacher asked them to read and comprehend the reading text in a group consist of four students
  - 3) The students find out what will be the reading about
  - 4) Students answer the questions.
  - 5) These activities wasl lasted for about 45 minutes for each session.

- 6) In Post activity, the researcher administe reflection. By the end, the students was gived 5 comprehension questions.. The answers of those questions given as post activity.

### 3. Observation

- a. Identifying and making note all problems when teaching and learning process is running based on observation paper that arrange.
- b. Doing evaluation based on result of study.
- c. Giving the students' chance to give suggestion and question in action research.

### 4. Reflection

Reflection is the activity of evaluating critically about the progress or change of the students' class and also the teacher. In this step, researcher and teacher observe whether the "acting" activity was result any progress and also about the positive and negatives in learning. The reflection was discussed as well as a guidance lecturer while teacher and should made research planning for the next cycle.

The score of the observation steps gathered for data analysis and evaluation by the observer and then the observer could reflect herself about successful of action research. The observer would evaluation in every cycle.

## **Cycle II**

In cycle II is conduct four times meeting include once times for test in cycle II. The main activities are:

### 1. Planning

- a. Continuing the activities that have been done in the first cycle.
- b. Repairing the weakness in the first cycle.
- c. Making planning again in the scenario learning process from result of cycle I reflection.
- d. Action research repaired.

### 2. Action

- a. In this stage action was be done to improve the result based on the cycle.
- b. Reflection the stage done is the same as the previous
  - 1) The teacher give the students the reading text .
  - 2) Next, teacher ask students to read
  - 3) comprehend the reading text in small group discussion.
  - 4) after that After the students finish answering the questions.
  - 5) then the teacher will discuss the reading text together with the students .
  - 6) The last to do improvement of the applying teaching method.

### 3. Observation

In reality observation do at the cycle II is almost same with the done observation at the cycle I.

### 4. Reflection

According to the achieve result of the observation that have been collecte and analyze. From the result of the researcher, the researcher drew



conclusion that small group method improved the students' reading Comprehension.

## **B. Subject Of the Research**

The subject of this research was conduct to the first year students of SMP Negeri 3 WOTU. They will select as subject of the researcch due to the initial observation indicated that their reading ability was need to be improved through small group discussion technique.

## **C. Research Variables and Indicators**

### 1. Variables

There are two variables in this research, namely independent and dependent variables. The independent variables was improving the students reading comprehension by using small group discussion and dependent variable of literal reading and effectiveness literal reading comprehension of small group discussion.

### 2. Indicator

The indicator is literal reading comprehension and effectiveness.

a. The indicator of Literal reading comprehension are

- 1) Be able to explain of the text
- 2) Be able knowing located the beach
- 3) Be able to knowing the reason tourists visiting kuta beach
- 4) can be replaced underlined the phrase
- 5) Be able explain some positive of Kuta Beach

b. The indicator of Effectiveness Reading are

- 1) Be able to read quickly
- 2) Can be knowing aspects read
- 3) Be able take on meaning in a reading
- 4) Can be knowing the attitude effective in reading
- 5) Can be able to move the eyes ball well in reading
- 6) Knowing the physical state while reading
- 7) Be able to concentrate on a reading

#### **D. Research Instrument**

In this research the instrument was use are:

##### 1. Test

The researcher was used a completion test of receptive and productive, this test aim at getting information about students' improvement after teaching learning process ends.

##### 2. Observation

The researcher format was the notes about the interaction between teacher and students, and also between students and students in teaching and learning process.

#### **E. Data Collection**

##### 1. Test

The researcher was collected data from diagnostic test, cycle I test, and cycle II test.

## 2. Observation

The researcher was collected data from interaction between student and teacher, student and student, students being active in ask a question and answer the question.

## F. Data Analysis

The obtained data was show changing learning behaviors through additional questionnaire data. The most valuable data required to answer the research questions under study was to collect data from pre-test and post-test of the subject under study and reading comprehension were the subject descriptively analyzed. The data was calculated through means that consisted of the average score of students' achievement in reading tests. The sums of total score were divided by the number of the students. The qualitative data was showing the subject progressing achievement in reading comprehension after they had been taught through small group discussion technique.

The average score of the whole students was counted using this formula:

$$M = \frac{\sum x}{N}$$

M = Mean score / average score of the students achievement in reading comprehension through small group discussion technique.

$\sum x$  = The sums of the total student's score

N = The number of students

The questionnaire score could be formulated as follow:

$$Student\ Score = \frac{Obtain\ Score}{Maximum\ Score} 100$$

Data qualification of the student's achievement / criteria of student's ability from the mean score, the researcher could evaluate whether or not reading comprehension through small group discussion technique was effective to improve the student's reading comprehension in reading.

**CHAPTER IV**  
**FINDING AND DISCUSSION**

**A. Finding**

Finding is the description of data on information which the researcher gets as a result of the investigation. This study used a cyclical process of classroom action research which the data was presented in the form of tables, figures graph, and sentence description. There were three kinds of instruments that were used by the research to gather data, such as pre-test, post-test, and questionnaires. Pre-test was administered to measure the students' pre-existing ability in reading. Posttest was aimed to know the improvement of the student in reading comprehension after being taught through small group discussion technique and it was administered in every session of each cycle. Furthermore, the questionnaire was used to know their response on technique implemented. From the three kinds of instruments, as the result, three were five sets of raw scores obtained, such as the following table.

**1. Cycle 1**

Subject		1	2	3	4	5	Score
1	A. N	20	15	10	20	-	65
2	A. M	20	-	20	20	-	60
3	A.U.C	20	-	20	-	20	60
4	A.D	20	20	-	20	5	65
5	AA	20	20	-	20	-	60
6	MA	20	20	-	20	-	60
7	ES	20	15	-	20	-	55

8	ESR	20	-	20	20	-	60
9	EE	20	-	20	10	10	60
10	FY	20	15	20	10	-	65
11	FN	20	20	20	10	5	75
12	FD	20	10	20	-	-	50
13	HA	20	10	-	20	5	55
14	EK	20	20	-	20	-	60
15	IG	20	20	20	-	5	65
16	MSH	20	10	5	20	-	55
17	JR	20	20	-	20	5	65
18	MIR	20	20	10	15	-	65
19	MS	20	20	20	5	-	65
20	NH	20	20	15	-	10	65
21	NRD	20	20	10	15	-	65
22	OK	20	20	20	10	-	70
23	AG	20	20	-	20	-	60
24	RF	20	20	10	10	5	65
25	RR	20	20	20	5	-	65
26	RZ	20	20	20	10	10	80
27	YS	20	-	20	20	-	60
28	ST.	20	20	20	10	-	70
29	SL	20	20	10	-	10	60
30	UA	20	20	15	10	-	65
31	YR	20	20	10	10	5	65
	Total	31	26	23	26	12	1955

Based on the tabulation of raw scores above, the findings of the present classroom action research could be gradually elaborated as follows:

Based on the result of the researcher carried out the cycle I in order to improve the students' reading ability through small group discussion

technique. It was begun with constructing planning in order to make the action ran as smooth as possible in the teaching learning process, and then it was continued to the next steps as mentioned in researched procedure.

The researcher conducted the activities which had been arranged in lesson plan. The researcher taught the students about descriptive paragraph with topic of place. After that, the students were given reading comprehension in which the students had to discuss and answer the questions with the group that consisted of four people. At the end of the first session, the researcher administered the post test and the students had to answer it individually.

However, the only made different was the researcher give the material of descriptive paragraph with a topic person. The researcher changed the topic in purpose to make the teaching learning process more interesting and to attract the student's attention. After the students discussed the reading passage with the group, then it was continued by administering the material.

Based on the data collection as presented in the second and third column of the table 4.1, the total score of cycle I was 1955 and the grand mean of the cycle I could be formulated as follow:

$$\text{Mean score of circle I} = \frac{\sum \times 0}{N} = \frac{1955}{31} = 63$$

The mean score of cycle I was 63. It means that there was improvement that was achieved by the students if it was compared. The result showed the progression of the students' reading ability; however, the researcher still had to conduct cycle II because the grand mean score in cycle I

had not fulfilled the minimum criteria of English lesson in SMP Negeri 3 Wotu.

## 2. Cycle II

Subject		1	2	3	4	5	Score
1	A. N	15	15	20	10	20	80
2	A. M	10	15	20	20	15	80
3	A.U.C	15	20	10	15	20	80
4	A.D	15	20	15	20	15	85
5	AA	10	15	20	20	15	80
6	MA	10	20	15	20	20	85
7	ES	15	10	15	15	20	75
8	ESR	20	15	10	20	15	80
9	EE	20	15	10	15	15	75
10	FY	10	15	20	15	20	80
11	FN	15	15	20	10	15	75
12	FD	10	20	15	15	20	80
13	HA	15	15	10	20	15	75
14	EK	15	20	20	20	10	85
15	IG	15	10	20	15	15	75
16	MSH	15	20	20	20	10	85
17	JR	20	10	15	20	15	80
18	MIR	15	15	15	20	10	80
19	MS	15	20	15	10	15	80
20	NH	10	20	15	10	20	75
21	NRD	15	20	10	15	20	80
22	OK	20	15	20	15	10	85
23	AG	10	20	20	20	10	80
24	RF	10	15	15	20	15	75
25	RR	10	15	20	20	10	75



26	RZ	15	15	20	15	10	75
27	YS	15	20	20	20	15	90
28	ST.	10	20	15	20	10	75
29	SL	20	10	15	20	15	80
30	UA	10	15	20	15	15	75
31	YR	15	10	15	20	10	70
	Total	31	31	31	31	31	2450

After cycle I was conducted, the researcher found out that the result was not satisfied yet. It was shown by the grand mean score of post tests only 63. It had not achieved the minimum criteria of the success which was 70. Cycle II which was started with revised planning was anticipated to be more effective than cycle I. The same as the implementation of the cycle before . The researcher taught the students in each session; meanwhile, just reviewed the material which had been taught in cycle I in order to deepen the students' understanding about descriptive paragraph.

As that the researcher did in cycle I, same activities were also carries out in this cycle. The researcher delivered the same material but with different topic. The students were divided into group; however, in this session the member of the group was chosen and decided by the researcher. The researcher mixed the clever and the students who had low ability into a group. The students could not make the group freely by themselves as in cycle I. This was purposed to make the ability of each group balanced. At the end of the session, the post-test was administered. The researcher still did the same activities in the teaching learning process as in the previous sessions. The

researcher reviewed the material and applied small group discussion technique in reading process to help the students improving their reading ability. The post -test also administered at the end of the session.

Based on the data collection as presented in the third and fourth column of table 4.1, the total of the cycle II was 2450 and the grand mean score of cycle II could be formulated as follows:

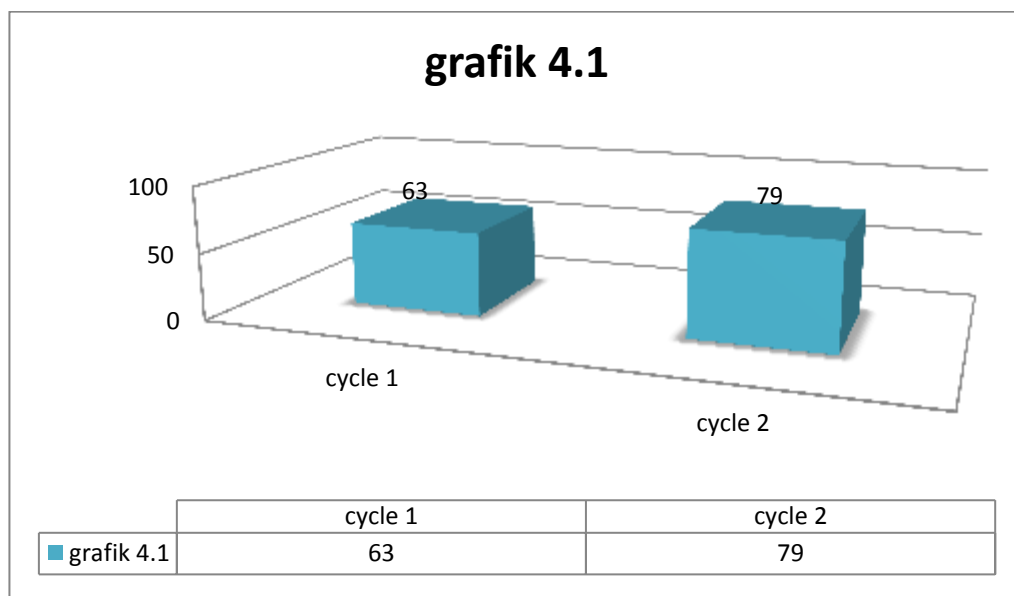
$$\text{Mean score of cycle II} = \frac{\sum x_0}{N} = \frac{2450}{31} = 79$$

The mean score of post-test in cycle II was 2450. The result showed the students' achievement improved if it was compared with the result of . The grand mean score obtained by the students in cycle II was 79 which means that it already fulfilled the minimum criteria of English lesson in SMP Negeri 3 wotu .

**Tabel 4.3 The Result of Pozt Test Cycle 1 and Cycle II**

<b>Indicator</b>	<b>Score</b>	<b>Mean Score</b>
<b>Cycle I</b>	<b>1995</b>	<b>63</b>
<b>Cycle II</b>	<b>2450</b>	<b>79</b>

**Graph 4.1** Based on the tabulation of raw scores above, the findings of the present classroom action research could be gradually elaborated as follows:



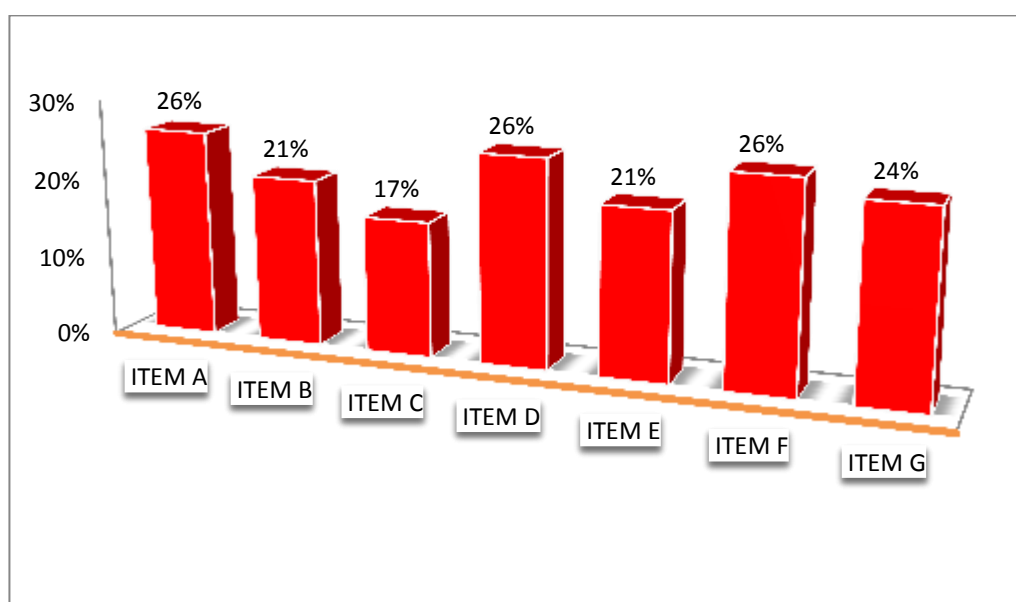
### 3. Indicator of Reading

**Table 4.3** Indicator of the research Finding showing result Of the Students

Indicator	Quantity	Score
Be able to read quickly	26	83
Be able to know aspects to be read	21	6,7
Be able to take on meaning in a reading	17	5,4
Be able to knowing the attitude effective in reading	26	83
Can be able to move the eyes ball well in reading	21	6,4

Knowing the physical state while reading	26	8,3
Beable to concentrate on a reading	24	7,7

**Graph 4.3 In addition, the increasing comparative indicator tables of the result that was obtained by the students be showed as the following graphic :**



### **Depicting the Subject Progressing Achievement in Indicator of reading**

The finding result of the students in indicator to be able to read quickly was 26 person, can be knowing aspects read was 21 person, Be able take on meaning in reading was 17 person, Can be knowing the attitude effective in reading was 26 person, Can be able move the eyes ball well in reading was 20 person, Knowing the physical state while reading was 26 person, Be able to concentrate on a reading was 24 person.

In addition the effectiveness of reading increase the speed of reading it must be followed by increasing understanding of the reading . Effective and critical readers know about needs to be dug out of reading material quickly, ignore elements that are less important and discard. In some case proved that the increase in speed reading will be followed by the percentage of the reading comprehension.

## **B. Discussion**

The result of the data analysis indicated that the mean score The data analysis result of the post-test score in cycle I was 63. This result showed the progress of the students' reading comprehension. However this score was still categorized as unaccomplished, because it had not achieved the standard minimum score of the success indicator. Therefore, the researcher needed to conduct cycle II in this study.

The result of data analysis of post-test score obtained by the subject under study in cycle II was 79. The grand mean figure of post-test in Cycle II was much higher than in cycle I and pre-test. The grand of mean score in pre-test was 59 and cycle I was 63, while the grand mean score in cycle II was 79 which showed this present study could be categorized successful because it had exceeded the minimum criteria of English lesson in SMP Negeri 3 Wotu, which was 70.

As stated before, the researcher also made use the additional supporting data that was the administration of effectiveness of reading and questionnaire. The analysis of effectiveness of reading score was 26%, 21%, 17 %, 26 %, 20 %, 26

%, 24 % for the items reading showing A,B,C,D,E,F,G were score using rating scale 4-2 .

The comparative percentages of effectiveness of reading questionnaire items indicated the subjects' positive changing attitudes and motivation in reading comprehension through small group discussion technique. This also proved the effectiveness of small group discussion of small group discussion technique in improving reading comprehension.

The present study was intended to improve the students' reading comprehension through small group discussion technique. This was successfully achieved after two cycles were carried out. The students involved in the class activities and seemed eager to the reading activities by using small group discussion technique. It can be seen from the observation during the teaching learning process. The students were more active and the atmosphere of teaching learning process changed to be more attractive.

These findings of the classroom action research indicated that the implementation of small group discussion technique was significantly effective in improving reading comprehension. Therefore, the findings also could answer the research problem which was stated in chapter I that was small group discussion technique could improve reading comprehension to the eighth grade students of SMP Negeri 3 Wotu in academic year 20015/2016.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This classroom action research which dealt with improving reading comprehension through small group discussion technique to the eighth grade students of SMP Negeri 3 Wotu can be finally concluded this chapter. Some practical suggestions are also recommended in this chapter, so that the findings of this present study can provide some benefits for the English teachers and the eighth grade students of SMP Negeri 3 Wotu.

#### A. Conclusion

The present classroom action research was conducted to find out whether the small group discussion technique can help the students improve and develop their ability in reading comprehension. The seven grade students of SMP Negeri 3 Wotu were selected by conducting a preliminary study. The are three points is

1. Based on the research , it was showed that the students faced big problem in their reading comprehension. The researcher used small group discussion to solve the problem faced by the student in reading comprehension. The researcher conducted cycle I there was no significance achievement of the students in reading comprehension and then the researcher conducted cycle II. Finally, the finding of the study was convincingly proved and showed that the problems on reading comprehension faced by seven grade students of SMP Negeri 3 Wotu in academic year 2015/2015 could be satisfactory overcome by using small group discussion technique.

2. The technique was useful to change the students' behavior in the learning process that their skill in comprehending the reading material through discussion with their group was improved. It could be concluded that the small group discussion technique was an effective technique that can be used to improve that students' ability in reading comprehension.
3. The students enjoyed the teaching and learning process of reading comprehension through small group discussion technique. Therefore, the technique could also reduce the students' boredom in learning English especially in reading comprehension.

#### **B. Suggestion**

Based on the findings above, the researcher wants to give the following suggestion in helping teachers and students in English teaching and learning. The are three points is

1. For the English teachers in SMP Negeri 3 Wotu especially who teaches in class seven-1 are suggested to use small group discussion as one alternative of good technique in teaching reading comprehension since it can build up the students' interest, participations, and motivation in learning reading comprehension. In teaching and learning process, the most important single factor is the teacher who has to promote friendly and fun classroom situation. The teachers should be sensitive in creating, selecting and organizing the teaching aids and manipulating the media to manage the class activities, simulating and maintaining the interest of the students, it can help the teacher in teaching reading comprehension with its components such as finding word



meaning, important information, and main idea it is believed that the students' ability in reading comprehension can be improved and increased.

2. For the students of SMP Negeri 3 Wotu are suggested to be more enthusiast in learning English. The students should have much practice to acquire the English skill, especially reading. It 's recommended for students to read more, not only in the classroom, but also at home because it can help them to improve the other language component such as vocabulary, grammar and pronunciation.
3. For the other researchers, due to the time the writer was very much limited during this research, then, it is suggested for the other researchers to conduct the similar research using the same technique but with longer time allocation. It is also suggested to conduct the similar study with the same technique but to the higher level of students or schools like senior high schools or even college / university students.

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## **APPENDIX A**



### **1. RRP**

**LESSON PLAN**  
**(Cycle I Session 1)**

<b>School</b>	<b>: SMP Negeri 3 WOTU</b>
<b>Subject</b>	<b>: English</b>
<b>Class</b>	<b>: VII – 1</b>
<b>Semester</b>	<b>: I</b>
<b>Language Skill</b>	<b>: Reading Comprehension</b>
<b>Time Allotment</b>	<b>: 2 x 40 minutes</b>

**I. Standard Competence**

Understanding the meaning of short functional text and very simple essay in the form of descriptive text to interact with the nearest environment.

**II. Basic Competence**

Responding meaning correctly and efficiently that is implicitly expressed functional text and short essay in descriptive text related to the nearest environment.

**III. Indicators**

- a) Identifying the generic structure of the text
- b) Deducing the meaning of the text

- c) Inferring the information contained the text

**IV. Objective of the Study**

- a) Students are able to Identify the generic structure of the text
- b) Students are able to deduce the meaning of the text
- c) Students are able to infer the information contained the text.

**V. Teaching Material**

- a) Descriptive text
- b) Essay test

**VI. Learning Method/Technique**

Small Group Discussion

**VII. Teaching Scenario**

TEACHER'S ACTIVITIES	STUDENT'S ACTIVITIES	TIME
<p><b>Pre - Activity:</b> Greeting the students</p> <p>Checking the students attendance.</p> <p>Expositing learning objective.</p>	<p>Responding to the teacher</p> <p>Responding to the teacher</p> <p>Listening to the teacher carefully</p>	<p><i>10 Menit</i></p>
<p><b>Whilst - Activity:</b> Introducing and asking some questions to students</p>	<p>Paying attention and listening carefully.</p>	

<p>related to the topic.</p> <p>Explaining them the material and giving an example of it.</p> <p><b>Elaboration.</b></p> <p>Asking the students to make a group of four and giving a reading text.</p> <p>Asking the students to discuss the reading text and answering the question with the group.</p> <p>Monitoring the group discussion and go around the class if necessity.</p> <p><b>Confirmation:</b></p> <p>Asking the group members to write the answers on the board.</p> <p>Continuing discuss for the right answers together.</p> <p><b>Post – Activity:</b></p> <p>Asking the students to make a conclusion about the reading text.</p> <p>Distributing the post test</p>	<p>Paying attention of the teacher's explanation carefully.</p> <p>Making a group consist of four students</p> <p>Discussing and answering the questions with the group.</p> <p>Discussing and answering the questions with the group.</p> <p>Answering the questions on the board</p> <p>Discussing it together.</p> <p>Giving conclusion to the Teacher.</p> <p>Answering the test individual.</p> <p>Collecting the test</p>	<p>40 min</p> <p>30 menit</p>
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<p>and ask the students to answer it individually.</p> <p>Asking the students to collect their answer</p> <p>Ending the class by saying good bye and thank you</p>	<p>Saying good bye and thank you</p>	
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### VIII. Assessment

Kind of test : written test

Type test : comprehension test

Assessment Rubric

Every correct answer, score = 2

Maximum score = 10

Head Master  
SMP Negeri 3 Wotu

Researcher,

**(SAHABUDDIN,S.Pd. MM)**  
**NIP: 19710424199412 1 004**

**(ST. RAHMI BADDU)**  
**NIM. 10535 4819 11**

**LESSON PLAN**



**(Cycle I Session 2)**

**School** : SMP Negeri 3 WOTU

**Subject** : English

**Class** : VII – 1

**Semester** : I

**Language Skill** : Reading Comprehension

**Time Allotment** : 2 x 40 minutes

**I. Standard Competence**

Understanding the meaning of short functional text and very simple essay in the form of descriptive text to interact with the nearest environment.

**II. Basic Competence**

Responding meaning correctly and efficiently that is implicitly expressed functional text and short essay in descriptive text related to the nearest environment.

**III. Indicators**

- a) Identifying the generic structure of the text
- b) Deduce the meaning of the text
- c) Inferring the information contained the text.

#### IV. Objective of the Study

- a) Students are able to Identify the generic structure of the text
- b) Students are able to comprehend and get the information contained in the text.
- c) Students are able to infer the information contained the text

#### V. Teaching Material

- a) Descriptive text
- b) Essay test

#### VI. Learning Method/Technique

Small Group Discussion

#### VII. Teaching Scenario

TEACHER'S ACTIVITIES	STUDENT'S ACTIVITIES	TIME
<b>Pre - Activity:</b> Greeting the students  Checking the students attendance.  Expositing learning objective.	Responding to the teacher  Responding to the teacher  Listening to the teacher carefully	<i>10 Menit</i>
<b>Whilst - Activity:</b>		

<p>Introducing and asking some questions to students related to the topic.</p> <p>Explaining them the material and giving an example of it</p> <p><b>Elaboration.</b></p> <p>Asking the students to make a group of four and giving a reading text.</p> <p>Asking the students to discuss the reading text and answering the question with the group.</p> <p>Monitoring the group discussion and go around the class if necessity.</p> <p><b>Confirmation:</b> Asking the group members to write the answers on the board.</p> <p>Continuing discuss for the right answers together.</p> <p><b>Post – Activity:</b> Asking the students to make a conclusion about the reading text.</p>	<p>Paying attention and listening carefully.</p> <p>Paying attention of the teacher’s explanation carefully.</p> <p>Making a group consist of four students</p> <p>Discussing and answering the questions with the group.</p> <p>Discussing and answering the questions with the group.</p> <p>Answering the questions on the board</p> <p>Discussing it together.</p> <p>Giving conclusion to the Teacher.</p> <p>Answering the test individuall.</p>	<p>40 min</p> <p>30 menit</p>
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<p>Distributing the post test and ask the students to answer it individually.</p> <p>Asking the students to collect their answer</p> <p>Ending the class by saying good bye and thank you</p>	<p>Collecting the test</p> <p>Saying good bye and thank you</p>	
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### **VIII. Assessment**

Kind of test : written test

Type test : comprehension test

Assessment Rubric

Every correct answer, score = 2

Maximum score = 10

Head Master  
SMP Negeri 3 Wotu

Researcher,

(SAHABUDDIN,S.Pd, MM)  
NIP: 19710424199412 1 004

(ST. RAHMI BADDU)  
NIM. 10535 4819 11

**LESSON PLAN**  
**(Cycle II Session 3)**

**School** : SMP Negeri 3 WOTU

**Subject** : English

**Class** : VII – 1

**Semester** : II

**Language Skill : Reading Comprehension**

**Time Allotment : 2 x 40 minutes**

### **I. Standard Competence**

Understanding the meaning of short functional text and very simple essay in the form of descriptive text to interact with the nearest environment.

### **II. Basic Competence**

Responding meaning correctly and efficiently that is implicitly expressed functional text and short essay in descriptive text related to the nearest environment.

### **III. Indicators**

- a) Identifying the generic structure of the text
- b) Deduce the meaning of the text
- c) Inferring the information contained the text.

### **IV. Objective of the Study**

- a) Students are able to Identify the generic structure of the text

b) Students are able to comprehend and get the information contained in the text.

c) Students are able to infer the information contained the text

## V. Teaching Material

a) Descriptive text

b) Essay test

## VI. Learning Method/Technique

Small Group Discussion

## VII. Teaching Scenario

TEACHER'S ACTIVITIES	STUDENT'S ACTIVITIES	TIME
<p><b>Pre - Activity:</b> Greeting the students</p> <p>Checking the students attendance.</p> <p>Expositing learning objective.</p>	<p>Responding to the teacher</p> <p>Responding to the teacher</p> <p>Listening to the teacher carefully</p>	<i>10 Menit</i>
<p><b>Whilst - Activity:</b> Introducing and asking some questions to students related to the topic.</p> <p>Explaining them the material and giving an example of it</p>	<p>Paying attention and listening carefully.</p> <p>Paying attention of the teacher's explanation carefully.</p>	

<p><b>Elaboration.</b></p> <p>Asking the students to make a group of four and giving a reading text.</p> <p>Asking the students to discuss the reading text and answering the question with the group.</p> <p>Monitoring the group discussion and go around the class if necessity.</p> <p><b>Confirmation:</b> Asking the group members to write the answers on the board.</p> <p>Continuing discuss for the right answers together.</p>	<p>Making a group consist of four students</p> <p>Discussing and answering the questions with the group.</p> <p>Discussing and answering the questions with the group.</p> <p>Answering the questions on the board</p> <p>Discussing it together.</p> <p>Giving conclusion to the Teacher.</p>	<p>40 min</p>
<p><b>Post – Activity:</b> Asking the students to make a conclusion about the reading text.</p> <p>Distributing the post test and ask the students to answer it individually.</p> <p>Asking the students to collect their answer</p>	<p>Answering the test individuall.</p> <p>Collecting the test</p> <p>Saying good bye and thank you</p>	<p>30 menit</p>



Ending the class by saying good bye and thank you		
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### **VIII. Assessment**

Head Master  
SMP Negeri 3 Wotu

Researcher,

**(SAHABUDDIN,S.Pd. MM)**  
**NIP: 19710424199412 1 004**

**(ST. RAHMI BADDU)**  
**NIM. 10535 4819 11**

Kind of test : written test

Type test : comprehension test

Assessment Rubric

Every correct answer, score = 2

Maximum score = 10

WOTU, September, 2015

**LESSON PLAN**  
**(Cycle II Session 4)**

<b>School</b>	<b>: SMP Negeri 3 WOTU</b>
<b>Subject</b>	<b>: English</b>
<b>Class</b>	<b>: VII – 1</b>
<b>Semester</b>	<b>: II</b>
<b>Language Skill</b>	<b>: Reading Comprehension</b>
<b>Time Allotment</b>	<b>: 2 x 40 minutes</b>

### **I. Standard Competence**

Understanding the meaning of short functional text and very simple essay in the form of descriptive text to interact with the nearest environment.

### **II. Basic Competence**

Responding meaning correctly and efficiently that is implicitly expressed functional text and short essay in descriptive text related to the nearest environment.

### **III. Indicators**

- a) Identifying the generic structure of the text
- b) Deduce the meaning of the text
- c) Inferring the information contained the text.

### **IV. Objective of the Study**

- a) Students are able to Identify the generic structure of the text
- b) Students are able to comprehend and get the information contained in the text.
- c) Students are able to infer the information contained the text

## V. Teaching Material

- a) Descriptive text
- b) Essay test

## VI. Learning Method/Technique

Small Group Discussion

## VII. Teaching Scenario

TEACHER'S ACTIVITIES	STUDENT'S ACTIVITIES	TIME
<p><b>Pre - Activity:</b> Greeting the students</p> <p>Checking the students attendance.</p> <p>Expositing learning objective.</p>	<p>Responding to the teacher</p> <p>Responding to the teacher</p> <p>Listening to the teacher Carefully</p>	<i>10 Menit</i>
<p><b>Whilst - Activity:</b></p> <p>Introducing and asking some questions to students related to the topic.</p> <p>Explaining them the material and giving an example of it</p> <p><b>Elaboration.</b></p> <p>Asking the students to make a group of four and giving a reading text.</p>	<p>Paying attention and listening carefully.</p> <p>Paying attention of the teacher's explanation carefully.</p> <p>Making a group consist of four students</p> <p>Discussing and answering the</p>	

<p>Asking the students to discuss the reading text and answering the question with the group.</p> <p>Monitoring the group discussion and go around the class if necessity.</p> <p><b>Confirmation:</b> Asking the group members to write the answers on the board.</p> <p>Continuing discuss for the right answers together.</p> <p><b>Post – Activity:</b> Asking the students to make a conclusion about the reading text.</p> <p>Distributing the post test and ask the students to answer it individually.</p> <p>Asking the students to collect their answer</p> <p>Ending the class by saying good bye and thank you</p>	<p>questions with the group.</p> <p>Discussing and answering the questions with the group.</p> <p>Answering the questions on the board</p> <p>Discussing it together.</p> <p>Giving conclusion to the Teacher.</p> <p>Answering the test individual.</p> <p>Collecting the test</p> <p>Saying good bye and thank you</p>	<p>40 min</p> <p>30 menit</p>
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### VIII. Assessment

Kind of test : written test

Type test : comprehension test

Assessment Rubric

Every correct answer, score = 2

Maximum score = 10

Head Master  
SMP Negeri 3 Wotu

Researcher,

**(SAHABUDDIN,S.Pd, MM)**  
**NIP: 19710424199412 1 004**

**(ST. RAHMI BADDU)**  
**NIM. 10535 4819 11**

WOTU, September, 2015

## **APPENDIX B**



- 1. DATA ANALISYS OF SIKLUS I DAN II**
- 2. RESULT DATA CYCLE I AND CYCLE II**

### Data Analysis Cycle I

1. Median = 60
2. Rentang Skor = Max Score– Min Score  
= 75 – 50  
= 25

Analysis Cycle I				
Xi	fi	fi.xi	xi <sup>2</sup>	fi.xi <sup>2</sup>
50	1	50	2500	2500
55	3	165	3025	9075
60	10	600	3600	36000
65	13	845	4225	54925
70	1	70	4900	4900
75	3	225	5625	16875
Score	31	1955		124275

#### 3. Mean:

$$\bar{x} = \frac{\sum_{i=1}^k f_i x_i}{\sum_{i=1}^k f_i} = \frac{1955}{31} = 63$$

(Muhammad Arief Tiro,2007)

#### 4. Variant

$$\begin{aligned}
 s^2 &= \frac{n \sum_{i=1}^k f_i x_i^2 - (\sum_{i=1}^k f_i x_i)^2}{n(n-1)} \\
 &= \frac{31 \times 124275 - (1955)^2}{31(31-1)} \\
 &= \frac{3852525 - 3822025}{930}
 \end{aligned}$$

$$s^2 = \frac{30500}{930} = 32,79$$

#### 5. Standar Deviasi



$$\begin{aligned} S &= \sqrt{s^2} \\ &= \sqrt{32,79} = 5,723 \end{aligned}$$

## ANALYSIS DATA CYCLE II

1. **Median** = 81
2. **Rentang Skor** = Max Score – Min Score

$$= 95 - 70$$

$$= 25$$

Analysis Cycle II				
Xi	fi	fi.xi	xi <sup>2</sup>	fi.xi <sup>2</sup>
70	1	70	4900	4900
75	6	450	5625	33750
80	9	630	6400	57600
85	11	935	7225	79475
90	3	270	8100	24300
95	1	95	9025	9025
<b>Jumlah</b>	<b>31</b>	<b>2450</b>		<b>209050</b>

### 3. Mean:

$$\bar{x} = \frac{\sum_{i=1}^k fixi}{\sum_{i=1}^k fi} = \frac{2450}{31} = 79$$

(Muhammad Arief Tiro,2007)

### 4. Variant

$$s^2 = \frac{n \sum_{i=1}^k fixi^2 - (\sum_{i=1}^k fi xi)^2}{n(n-1)}$$

$$= \frac{31 \times 209050 - (2450)^2}{31(31-1)}$$

$$= \frac{6480550 - 6002500}{390}$$

$$s^2 = \frac{478050}{390} = 1225,7692$$

### 5. Standar Deviasi

$$S = \sqrt{s^2}$$

$$S = \sqrt{1225,7692} = 35,01$$

**APPENDIX C**



**1. ATTANDANCE OBSERVATION SHEET**

NO	NAMA	SIKLUS I			SIKLUS II		
		SKOR	KATEGORI	KETUNTASAN	SKOR	KATEGORI	KETUNTASAN
1	A. Nurkhaeria	65	tinggi	tuntas	85	Sangat tinggi	tuntas
2	Abdul Mutalib	60	sedang	Belum tuntas	80	Sangat tinggi	tuntas
3	Abd.Ussaleh,v.Chaerun	60	sedang	Belum tuntas	80	Sangat tinggi	tuntas
4	Andi dewi Ardilla	65	tinggi	tuntas	85	Sangat tinggi	tuntas
5	Anggi Anggraeni	60	sedang	Belum tuntas	85	Sangat tinggi	tuntas
6	Citra Harianti Dewi	60	sedang	Belum tuntas	80	Sangat tinggi	tuntas
7	Eka Saputra	55	sedang	Belum tuntas	85	Sangat tinggi	tuntas
8	Emi Sri Rahayu	60	sedang	Belum tuntas	85	Sangat tinggi	tuntas
9	Erick Efendy Ahlunazar	60	sedang	Belum tuntas	75	tinggi	tuntas
10	Fadillah Yarti	65	tinggi	tuntas	80	Sangat tinggi	tuntas
11	Fahrin Nisa	75	tinggi	tuntas	95	Sangat tinggi	tuntas
12	Fitriani D	50	sedang	Belum tuntas	75	tinggi	tuntas
13	Harianto Arif	55	sedang	Belum tuntas	70	tinggi	tuntas
14	Heriadi Muliadi	60	sedang	Belum tuntas	85	Sangat tinggi	tuntas
15	Indra Gunawan	65	tinggi	tuntas	85	Sangat tinggi	tuntas
16	Irwan Ilyas	55	sedang	Belum tuntas	75	tinggi	tuntas
17	Jumriati	65	tinggi	tuntas	85	Sangat tinggi	tuntas
18	Muh.Indra Rukmana	65	tinggi	tuntas	90	Sangat tinggi	tuntas
19	Muh. Suwandhi	65	tinggi	tuntas	80	Sangat tinggi	tuntas
20	Nurhalima	65	tinggi	tuntas	80	Sangat tinggi	tuntas
21	Nurhudayah	60	sedang	Belum tuntas	75	tinggi	tuntas
22	Oktaviana Sandalayuk	75	tinggi	tuntas	75	tinggi	tuntas
23	Resky Rinaldy	65	tinggi	tuntas	90	Sangat tinggi	tuntas
24	Rezky Fernandez	65	tinggi	tuntas	75	tinggi	tuntas
25	Rio Rezki Fausi Ch	75	tinggi	tuntas	80	Sangat tinggi	tuntas
26	Rosita Azis	65	tinggi	tuntas	90	Sangat tinggi	tuntas
27	Sri Wahyuni	70	tinggi	tuntas	85	Sangat tinggi	tuntas

28	St. Khadijah Amir	65	tinggi	tuntas	80	Sangat tinggi	tuntas
29	Sulastri	60	sedang	Belum tuntas	80	Sangat tinggi	tuntas
30	Usni Amalia	65	tinggi	tuntas	85	Sangat tinggi	tuntas
31	Yuliy Rante Pindan	65	tinggi	tuntas	85	Sangat tinggi	tuntas

## **APPENDIX D**



- 1. TEST AKHIR SIKLUS I DAN II**
- 2. ANSWER CYCLE I DAN CYCLE II**

**Material**

Cycle 1

School : SMPN 3 WOTU

Subject : English

Class : VII - 1

Day/date :

Time : 50 minutes

---

After reading the text, write the answer correctly!

**Kuta Beach**

Kuta is the exciting tourist area on the southern part of Bali. Most tourists visiting Bali do not forget to spend their time in Kuta. It is located in southwstestern Bali, just minutes from the airport. Kuta is one of the world's most famous beaches with big wave. It first attracted Western surfers with its world renowned surf break followed closely behind by sun worshipers and party goers attracted to its wide stretches of white sandy beach. In Kuta is the center of night life activities.

Kuta has a beautiful sunset in the evening and there also shopping mecca, with its lines of shops, boutiques, and galleries. Restaurants line up the streets as well as the beachfront hotels, ranging from a small, inexpensive homestay to a luxurious resort. There are many night clubs along Jalan Legian

and Jalan Pantai Kuta. The busiest time for all night clubs are around from 22:00 and will close until down.

1. What does the text mainly discuss?
2. Where is Kuta Beach located?
3. Why do most tourists visit Kuta Beach?
4. “Kuta is one of the world's most famous beaches with big wave. The underlined phrase can be replaced by?
5. Please explain some positive things of Kuta Beach!

Answer :

1. Kuta Beach.
2. Kuta beach located in southwestern Bali
3. Because of beautiful beaches with big wave and beautiful sunset in the evening.
4. One of world destination.
5. Beautiful beach with big wave, beautiful sunset in the evening and there are also shopping Mecca.

Score :

1. 20
2. 20



3. 20

4. 20

5. 20

### **Material**

(Cycle 2 )

School : SMPN 3 WOTU

Subject : English

Class : VII - 1

Day/date :

Time : 50 minutes

---

After reading the text, write the answer correctly!

### **The Sea Eagle**

There is an eagle nesting on the tree top near my grandparent's house in Pangandaran. It was a sea eagle.

The color of its feathers is light brown. It has a strong and sharp yellowish beak. Its claws are very smart. It hunts for fish in the sea but sometimes it hunts chickens and small birds.

Eagle has many sizes, shapes and colors, but the sea eagle is easy to recognize because it has a strong a streamlined, sharp beak and a stream-line body.

Its forelimbs (or arms) serve as wings. This means that they are of little use for anything except flying it walks on two legs and has a very flexible neck and strong beak to handle foods, to care of its feathers and for many other jobs that non flying animals do with paws, claws, or hands on their forelimbs.

1. From the text above, what can you infer about the sea eagle?
2. Why do the sea eagle easy to recognize?
3. What the forelimbs of a sea eagle do?
4. "Its forelimbs (or arms) serve as wing". What does the italic word refers to?
5. Please identify which one is categorized as description of the text!

Answer :

1. The color of Sea eagle"s feathers is light brown. It has a strong and sharp yellowish beak. Its claws are very smart. It hunts for fish in the sea but sometimes it hunts chickens and small birds. Eagle has many sizes, shapes and colors, but the sea eagle is easy to recognize because it has a strong a streamlined, sharp beak and a stream-line body.
2. it has a strong a streamlined, sharp beak and a stream-line body.
3. Serve as wings
4. The sea eagle

5. The color of its feathers is light brown. It has a strong and sharp yellowish beak. Its claws are very smart. It hunts for fish in the sea but sometimes it hunts chickens and small birds. Eagle has many sizes, shapes and colors, but the sea eagle is easy to recognize because it has a strong a streamlined, sharp beak and a stream-line body. Its forelimbs (or arms) serve as wings. This means that they are of little use for anything except flying it walks on two legs and has a very flexible neck and strong beak to handle foods, to care of its feathers and for many other jobs that non flying animals do with paws, claws, or hands on their forelimbs.

Score :

1. 20
2. 20
3. 20
4. 20
5. 20

## **APPENDIX E**



### **1. QUESTIONARE**

## QUESTIONNAIRES

Petunjuk Mengerjakan:

Jawablah pertanyaan pada kuisisioner di bawah ini sesuai dengan keadaan anda yang sebenarnya, dengan cara memberikan tanda (X) pada huruf A,B,C atau D!

Pertanyaan:

1. Bagaimana menurut anda diskusi kelompok dalam Reading Comprehension?
  - A. Sangat perlu
  - B. Perlu
  - C. Kurang perlu
  - D. Tidak perlu
  
2. Bagaimana menurut anda topic yang diberikan?
  - A. Gampang
  - B. Biasa saja
  - C. Sulit
  - D. Sangat sulit
  
3. Bagaimana menurut anda jika diskusi dibiasakan dalam kegiatan belajar untuk memahami dan mengembangkan wacana Bahasa Inggris?
  - A. Sangat setuju
  - B. Setuju
  - C. Kurang setuju
  - D. Tidak setuju
  
4. Penjelasan tentang cara menentukan main idea, title/topic dalam membaca

akan.....anda untuk belajar dan memahami Bahasa Inggris.

- A. Sangat membantu
- B. Membantu
- C. Kurang membantu
- D. Tidak membantu

5. Bagaimana sikap anda jika guru menerapkan Small Group Discussion dalam proses pembelajaran Bahasa Inggris?

- A. Sangat suka
- B. Suka
- C. Kurang suka
- D. Tidak suka

6. Bagaimana menurut anda jika pembentukan kelompok dicampur, laki-laki dan perempuan di gabung, ataupun yang lebih pintar digabung dengan yang kurang?

- A. Sangat setuju
- B. Setuju
- C. Kurang setuju
- D. Tidak setuju

7. Penggunaan Small Group Discussion dapat ..... Anda dalam pelajaran membaca di kelas.

- A. Sangat memotivasi
- B. Memotivasi
- C. Kurang memotivasi
- D. Tidak memotivasi

8. Sejauh mana yang anda dapatkan dalam belajar membaca dengan menggunakan Small Group Discussion?

- A. Sangat mudah
- B. Mudah
- C. Biasa-biasa saja
- D. Tidak ada bedanya dengan teknik lain

9. Penggunaan Small Group Discussion ..... membantu anda dalam memahami isi bacaan.

- A. Sangat dapat
- B. Dapat
- C. Kurang dapat
- D. Tidak dapat

10. Bagaimana menurut anda jika guru bahasa inggris membiasakan menggunakan Small Group Discussion / Teknik belajar dalam kelompok kecil dalam mengajar Reading Comprehension?

- A. Sangat perlu
- B. Perlu
- C. Kurang perlu
- D. Tidak perlu

## CURRICULUM VITAE



The writer, St. Rahmi Baddu , was born on Juny 05<sup>th</sup>, 1992 in Maramba, East Luwu Timur. She has 5 sister and brother . She is the four child of Baddu Lanusu and Fatimah . In 1998, she started his education in SD 129 Maramba Kec.Wotu and continues in SD 129 Maramba and graduated 2004. And then continued his study in junior high school in SMPN 3 Wotu and graduated in 2007. And then continued she in senior high in SMAN 1 Wotu , and graduated in 2010 . After that 2011 She registered as a student of Muhammadiyah University of Makassar in English Education Department.