

**“THE EFFECTIVENESS OF SMALL GROUP IN READING  
COMPREHENSION”**

*(An Experimental Study at the second Grade Students of MA Darul Fallah Bissoloro,  
Gowa)*



**A THESIS**

*Submitted to the Faculty of Teacher Training and Education Muhammadiyah University  
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Pendidikan*

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**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

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**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
**PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

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## MOTTO

**Hidup mulia dengan Al-Qur'an dan Sunnah Rasulullah *Sallallahu 'alaihi Wasallam*,**

“ Dan orang-orang yang berjihad (untuk mencari keridhaan) kami, kami akan tunjukkan kepada mereka jalan-jalan kami . dan sungguh Allah beserta orang-orang yang berbuat baik “

*# QS. Al-Ankabut : 69*

“kemenangan Seorang Hamba adalah jika ilmunya bertambah, bertambah pula kerendahan hatinya , jika amal sholehnya bertambah , maka bertambah pula kedermawanan hatinya, jika kedudukannya bertambah, maka semakin bertambah pula kedekatannya dengan manusia, semakin usianya bertambah , semakin berkuranglah ambisinya terhadap dunia”

*#Ibnul Qayyim Al-Jauziyah*

*I dedicate this thesis to my beloved parents,*

*My brothers, my sister, my relatives, and*

*All my friends ( Specially My Friends in FSNI Makassar) thank you for supporting.*

## SURAT PERJANJIAN

Saya yang bertanda tangan di bawah ini:

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Dengan ini menyatakan perjanjian sebagai berikut:

1. Mulai dari *penyusunan proposal* sampai dengan selesainya skripsi saya, saya akan *menyusun sendiri skripsi saya*, tidak dibuatkan oleh siapapun.
2. Dalam penyusunan skripsi, saya akan selalu melakukan konsultasi dengan pembimbing.
3. Saya tidak akan melakukan *penjiplakan* (plagiat) dalam menyusun skripsi ini.
4. Apabila saya melanggar perjanjian saya seperti yang tertera pada butir 1, 2 dan 3 maka saya bersedia menerima sanksi sesuai dengan aturan yang berlaku.

Demikian perjanjian ini saya buat dengan penuh kesadaran.

Makassar, Juli 2017

Yang membuat perjanjian

**NURANNISA**

## MOTTO

**Hidup mulia dengan Al-Qur'an dan Sunnah Rasulullah *Sallallahu 'alaihi Wasallam*,**

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## **ABSTRACT**

**Nurannisa, 2017.***The Effectiveness of Small Group in Reading Comprehension at MA Darul Fallah Bissoloro Gowa* in academic year of 2016/2017. Guided by **Bahrin Amin and Ummi Khaerati Syam**

This research aimed to finding out the Effectiveness of Small Group in Reading Comprehension.

The research applied Pre-Experimental method with one group pre-test and post-test design. The population of the research was the second grade students of MA Darul Fallah Bissoloro, The sample of the research was only one class with 23 students with using purposive sampling technique. The instrument of the research was reading English Test that consisted of two items.

Base on research findings and discussions the writer discover that small group effective to improve students reading comprehension. It was proved by result main idea t-test was (9,83) , supporting idea t-test was (10,93) and the value of t-table was (2.074) in the level of significance  $p = 0,05$  and the degree of freedom ( $df = N-1=23-1=22$ ). The result of data analysis showed that there was significant different between pre-test and post-test because all of t-test higher than t-table (t-test value > t-table value )

Base on the result Analysis , it was concluded that the student have sufficient ability to improve their reading ability in reading comprehension with small group in terms to identify main idea and supporting idea.

**Key Words : Effectiveness, Small Group, Reading Comprehension**

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Makassar, Juli 2017

The Writer

NURANNISA

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# CHAPTER I

## INTRODUCTION

### **A. Background**

Being successful in teaching English is the dominant factor that the English teacher should pay attention to, especially in teaching reading. Through reading, one can enhance his experience, develop new concept, solve his problem, and broaden his horizon of thinking, which are needed to ensure continuing personal growth and adopt the change in the world yet the importance of reading has not been realized by most of our society a large number of our population is classified as poor readers and the majority of the people are content to read materials of poor quality.

Some are able to speak and to write while other are able to listen and reading well. Speaking and writing are said to be productive skills while listening and reading are said to be receptive skill.

Reading is one of the skills above. Actually reading is a key to know something. What the people can say it is from what they read. Reading is an interesting activity. With reading we can cry, smile, and do something because we have an expression to realize it. Other problems that are commonly observed in language classroom are related to individual learners personalities and attitudes to the learning process and learning speaking not progress well because the reading or understanding about what they are reading is less. There are factor that usually happen students dont have

motivation to read meanwhile they don't understand the meaning of the text, bored with the formal text, behind the teacher need they read with individuals, and so on.

Reality that, reading is not easy to learn if there is not interesting topic. Both teacher and students should prepare themselves to learn it. Teacher as a subject of learning process are demanded to be more creative in presenting the lesson by making some strategies or methods that can be used in teaching process. Small group While the students are ,as an objective of learning process demanded to be more active in reading. No one is doubt that interaction or knowledge actually by reading is the key to improve reading ability. The students always bored to read, because they don't know what the meaning of the text, so that, the first they should know the main point /main idea of the text, supporting ideas/ sentences to connecting what the text explain. The aims Small group work here is to make the students motivated build.

Base on the problem statements above the writer would like to introduce a method that could be used by teachers to increase interesting students in reading, it is small group. In this case, students will take place in free group one until four students. Each group take one title of the spoof text, they can find out the general point of the spoof with different perception in front of class. To make this activity run well, each groups should giving correction or suggestion, it means that they not just focus in their title but

focus in the other title. More ever, this method will give more change to students to read seriously . Read with motivated can help the students more fight, refresh , without bore in the class. Therefore the writer would like to conduct research in MA Darul Fallah Bissoloro with the term of this method (small Group) in reading text.

### **B. Problem Statement**

Base on the description above, the writer formulate the research question follow:

How is the effectiveness of Small Group to improve the students' reading comprehension at the Second Grade in MA Darul Fallah Bissoloro?

### **C. Objective Of the Study**

In relation to the problem above, the objective of the research was to find out the effectiveness of Small Group to improve the students' reading comprehension at the Second Year in MA Darul Fallah Bissoloro.

### **D. Significance Of The Study**

The result of the research was be expected as a reference for the teacher in conducting good teaching and learning process specially in reading, for the it can make them enjoy the learning. It Also the useful Information and positive contribution in reading english text.



### **E. Scope Of the Study**

The limitation of this research is focused on the implementation of using small group to improve the students literal Comprehension the english text in Small Group in MA Darul Fallah Bissoloro.

The indicators of this research used to measure the variable which showed the limitation of the research. The indicator is literal Comprehension which focus in understanding to know main idea and supporting idea.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Previews Related Findings**

Many researches have been conducted in relation to students' reading ability.

1. Nurlia (2004) conducted research entitle Factor Hampering Reading text of the third Year Students of SMK 1 Makassar in academic year 2004/2005. She found that one of the factors that hamper the students in reading text was the material that use in teaching reading which was the conventional material, were not interest the students. She also found that 65.6% of the students said “ less interested” in learning reading text,. Because of un interesting material that was used by the teacher.

In the teaching reading English, teacher should introduce the interesting materials as an alternative way to give variation to the students in teaching and learning process.

Reading ability is very difficult to assess accurately. In communicative competence model, a student's reading level is the level at which that students is able to use reading to accomplish communication goals. Reading consists of narrative, descriptive, procedure, news item, recount, and anecdote. The aim of the students learn reading, they have to know basic competence and achievement indicators in reading. Basic competence of reading: Understand

transactional discourse, interpersonal discourse, and oral monologue especially in the forms of descriptive, narrative, anecdote, analytical exposition, and hortatory exposition using oral language variation. And achievement indicators; Students can read continuous story, students can identify rhetorical moves of a text in the narrative, descriptive, and anecdote form, students can identify main ideas, Supporting ideas, and detailed information of the text, and students can identify and use the tense.

2. According to Kustaryo (1988;2) it is certainly not easy to present the English reading for Indonesian students whose language system is different. Reading is a complex process which involves not only the read the text but also their experience to comprehend it. Because of its complexity, many teachers of English at junior and senior high school find difficulties in all teaching reading and prefer teaching structure to reading.
3. In *Teaching Reading in Small Groups*, Jennifer Serravallo (2010) extends the powerful teaching that made *Conferring with Readers* a hit and helps we meet instructional challenges effectively and efficiently. The research findings above show that many ways can help the students to enhance their reading ability. This research wants to use small group work that can help students in enhancing their reading ability.

## **B. Reading**

### **1. Definition of Reading**

Reading is a multifaceted process involving word recognition, comprehension, fluency, and motivation. Learn how readers integrate these facets to make meaning from print. Reading has been defined as the ability to recognize symbols and to comprehend their meaning. This is supported by Nuttal in Murniati (2008 :6) cite by Simanjuntak who defines that reading as the meaningful interpretation of printed or written verbal symbols.

Alexander J. Estillin in Abdullah, (2008 :7) reading is a major selfstudy skill used in all areas of the curriculum. The ability to read material in all content areas cannot generally be adequately developed and refined through a basal reading program or in language arts activities.

Reading is a complex interaction between the text, the reader and the purposes for reading, which are shaped by the reader's prior knowledge and experiences, the reader's knowledge about reading and writing language and the reader's language community which is culturally and socially situated.

### **2. Reading Process**

Wirodijoyo (1989 :10 – 11) put forward some stages of reading process as follows :

### 1. Perception

The perception here indicates the ability read words as significant units.

### 2. Comprehension

The comprehension refers to ability to make the author's or writer's word conducive to useful through as read in context.

### 3. Reaction

The reaction in the action that requires consideration in connection with what has said by the writer. To large extent, by ignoring or paying a little attention to another words, he must see every word. But just spend time a word if can help the reader find the information or ideas in a minimum amount of time .

### 4. Concentration

In order to the able to understand the reading text, concentration is extremely required. Concentration is a mental condition that can direct attention to certain object. It is too difficult or comprehends a piece of writing without concentration. That is why the reader who wishes to improve his resding ability , should have concentration in reading.

## **3. The meaning of Reading Comprehension**

The various defenition of reading comprehension have been formulated some defenitions of the given reading comprehension are presented in the following spaces.

Reading comprehension is an active thinking process which is not only depends on comprehension skill. He quoted “ reading comprehension understand what has been read it is an active thinking process that depends not only on comprehension skill but also the students’ experiences and prior knowledge comprehension involves understanding the vocabulary seeing the relationship among words and concepts, organizing, ideas, recognizing authors purpose, judgement, and evaluating.

From this point of view, we can say that reading comprehension is important because of the students do not understand what they are have read and they cannot catch the idea of the writer through reading.

state that reading comprehension is one unitary process and a set of discrete processes. So, the students explore comprehension from two angles. The written units the reader must understand the different levels of comprehension should achieve.

#### **4. Levels of Reading Comprehension**

The following are levels of reading comprehension:

1. Literal Comprehension; that is the skill of getting primary direct literal meaning of a word, idea, or sentence in context.
2. Interpretation that is identify ideas and meaning that is not explicitly stated in the written text.
3. Critical reading that is to evaluate what is read, and to examine critically the thought of the writer.

4. Creative reading; that is to apply ideas from the text to new situation and to recombine authors ideas with other ideas to form new concept or to expand old ones.

Levels of reading comprehension (Carnine in Gamine :1990) are:

- a. Comprehension skill for the primary level consist of :
- Literal comprehension : That is to receive information stated in a passage.
  - Sequencing comprehension ; that is to order several events from a passage according to when they happened.
  - Summarization ; that to receive information state in a passage
- b. Comprehension skill for the intermediate level consist of
- Inferential comprehension that is to reveal relationships between to object and events (stated or not stated)
  - Critical reading; that is to identify the author' conclusion to determine what evidence is presented and to identify faulty argument.
  - Comprehension skill for the advanced level that is the appreciation of the author work.

## **5. Concept of Main Idea and Supporting idea**

### **1. Main Idea**

The main idea is the most important idea of paragraph. A main idea is often stated in the first sentence of a paragraph. A main idea is what the paragraph is all about. A paragraph is a group of sentences related to

a particular topic, or central theme. Every paragraph has a key concept or main idea. The main idea is the most important piece of information the author wants you to know about the concept of the paragraph. When authors write they have an idea in mind that they are trying to get across. This is especially true as authors compose paragraphs. An author organizes each paragraph's main idea and supporting details in support of the topic or central theme, and each paragraph supports the paragraph preceding it.

A writer states his/her main idea explicitly somewhere in the paragraph. Locating the main idea is one of the basic skills that a reader has developed if she is going to understand and enjoy reading essays. The main idea is very commonly found at the beginning and is followed by supporting sentences. Very often the writer begins with supporting evidence and places the main idea in the last sentence. Sometimes the writer uses a few sentences to introduce the topic, places the main idea in the middle and follows it with supporting sentences. So, the main idea may be stated at the beginning, in the middle, or at the end of a paragraph.

## 2. Supporting idea

Supporting idea is a sentence that contains the idea of supporting or being the main sentence's explanation. Supporting ideas in each paragraph should be a unity of ideas. In composition it is called cohesive. In addition, the relationship between the sentences of the



other sentences in a paragraph should relate to each other is called coherent.

A paragraph in which said complete if there are explanatory sentences in full to show the main idea or main sentence. The characteristics of the supporting idea which contains an explanation of the details, description, examples, etc. In addition, the supporting idea has a meaning when it is connected with the sentences in the paragraph. Then the supporting idea often needs conjunction to connect word to word.

## **6. The Factors Affecting Comprehension**

Reading comprehension is complex problem. It involves several factors both external and internal, and those factors share the success in reading comprehension. Those factor are :

### **1. Motivation**

Motivation is very important to the success and failure in reading depends on one's motivation to read, when the student have high motivation to read they will work hard to overcome the difficult material. One's motivation could be influence by external and internal factors. Such as the material used by the teacher and prior knowledge.

### **2. Concentration**

Concentration means to focus our attention clearly on purpose. Concentration is very easy to do if we are interest in what we read, concentration is much needed in reading comprehension.

### 3. Purpose

The purpose for which the students read has a concede enable influence comprehension. The purpose of reading in any language is to inform ourselves about something. We are interested in or to challenge our knowledge or certain.

## C. Small Group Work

### 1. Defination of small group work

According to Walton (1997:459) small group work is a method for generating free communication between the group leader and the members, and among all the participants themselves. The group leader can make positive use of the differences in knowledge and attitudes among participants, made evident as they interact with each other.

According to McCrorie,(2006:4) Group work sets out deliberately to generate individual activity as the basis for interaction among all the participants. A reasoning process result in a learning group, directed at resolving the particular tasks set for the group. A group is a number of people interacting in a face to face situation. Most classes or lecture audience are not group. They contain numerous groups, some of which come together informally outside class hours, such haphazard group formation can foster some learning(informal peer groups can be very valuable educationally).

## **2. Purposes of Small Group**

Activities in the language classroom can be performed by the students working in small group. Working in this way means more students are directly involved, more students are talking, while the teacher talks less, students can help each other, and the atmosphere is more relaxed and conducive to good language learning.

In other, McKernan (2002:5) states some purposes of small group follows:

- a. Students join support from classmates through group activity they are intimidated, dynamic and problem.
- b. Small group present a more efficient division of labor for tackling a range of inquiries and problem.
- c. Students receive evaluation feedback from group members as well as teacher. In the whole group evaluation is isolated to the teacher.
- d. Small groups enable a teacher to treat students more flexibly by opening up option.
- e. Small groups provide social relationship and motivation for learning through the establishment of cooperative norms and sharing.
- f. Small groups allow students to continue an inquiry, at the personal level, which has been intimidated by the teacher.
- g. Small group allows one to reflect upon work done in the whole group.

## **3. The Use of Small Group**

### **a. Strategy Used in Small Group**

For certain objectives, Small Group Method are the technique of choice. In other instance, they are valuable options that can provide an educational system with needed flexibility. When used property, the methods are invaluable for increasing students motivation through greater involvement and participation. Under certain conditions, they even make it possible to easy the loads of overburdened instructions by reducing the time required to prepare formal presentations.

Despite of these benefit, small group work are not always used in the best possible ways. One reason may be that their flexible and relative ease of administration can lead to the belief that the methods are feedback. Like all instructional methods, the success of small group techniques depends largely upon the case with which they are designed and used. For this reason it is important to state several important continuous with regard to the most effective use of the methods

#### **b. Working in Small Group**

In applying small group, has been defined some methods that can be used to do it. Amstrong in Lubis (2008:21) makes some division ways to working activities in small group, they are:

##### **1) Classroom Debates**

The classroom debates are organized differently from the format used in tournament debates. It features teams of students who

prepare position on each side of an issue and who each participate actively during the debate itself.

There are many ways to organize classroom debates; one version features teams of seven students. Assignments are made as follows:

- a. Three students take the “pro” position.
- b. Three students take the “con” position.
- c. One student plays the role of critic.

The teacher explains that members of the pro team will gather some information as they can support a controversial proposal. Each member will be expected to play an active role in arguing the pro team’s case. Similarly, members of the con team will gather information that can be used to attack the same controversial proposal. Each member will play an active role in arguing the con team’s case. The critic will learn as much as she can know about position of both the pro team and the con team.

## **2) Role-Playing**

Role-Playing serves several purposes to increase student’s skill, especially in reading skill. The method that can help students to do the following:

- a. Recognize perspective of others.
- b. Recognize of impact of one person’s division on others.

- c. Master academic content replicating roles of people who participated in “real” events.

Burdick in hardianti (2011:6) also states the purpose of this method is to allow participants to explain what they are understand in reading process and what they share in their group. This method can help the student easy to summarize the text after they are think , share (talk) and write what they are read.

#### **4. The Role of Students in Small Group Work**

Students in small group are as a number of groups that learning to solve of the group problem. Dimiyati in Lubis (2008:25) states the role of students in small group as follows:

- a. Students should be aware that they are as part of group.
- b. Students should be aware that in small group they have the same purposes.
- c. Students need each other among member of the group.
- d. There is interaction and communication among them.
- e. Working together as application of group responsibility.

#### **5. Step of Small Group**

1. Think . each group are given a topic, in this step, the student thinks about the topic. They are think, what is the content about.
2. Talk or discussion. In this step, the students discuss their idea with their friend. They arrange, reflect, and test the idea by doing discussion with their friend in each group. The improvement of the students can

be seen when they communicate with others. How they do share the idea and their explanation about the ideas. This are important because one of the reasons for the talk step is to clarify the students thinking and add to each other's store of knowledge. It is also necessary for each partner to have enough time to talk and read.

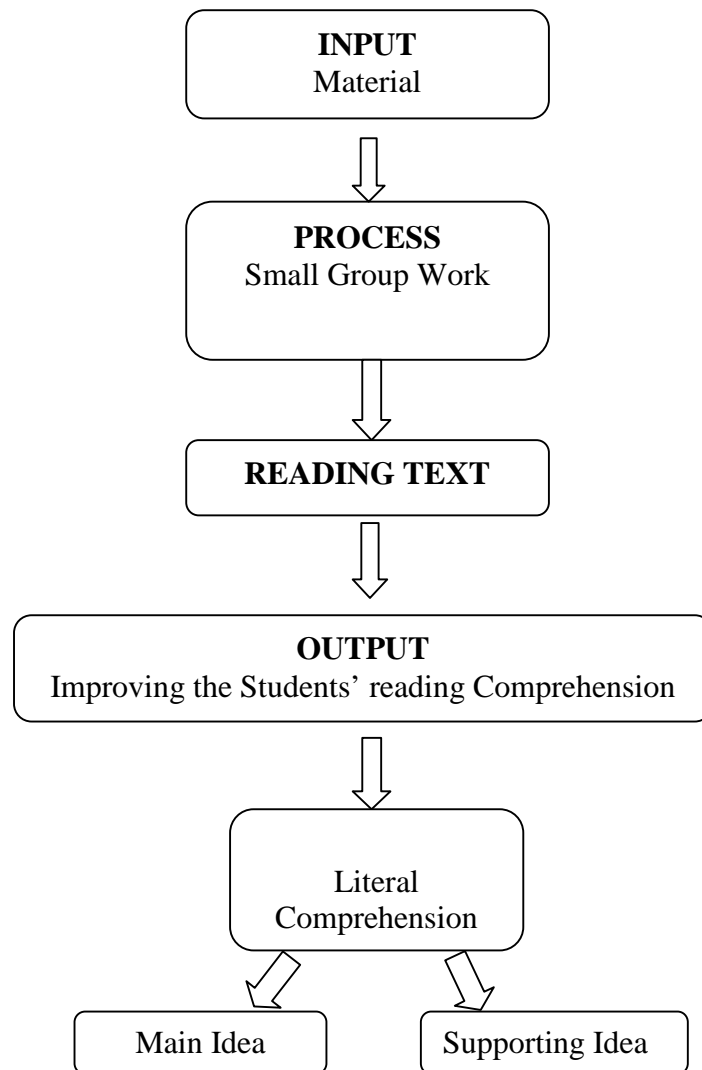
3. Write. Every student then write what they have been discussed with their friend . they write about the passage person and each students make conclusion.

#### **D. Theoretical Framework**

The conceptual framework in this study showed the process of the research to improve the students' reading ability by using small group method. In English learning process as input or as English material measured the students' reading ability.

Furthermore, the researcher described that teachers taught reading skill for their students by using small group method. Then, introducing students to used this method in reading class, so in this case we could see the implimentation of small group method in reading test. As the result, the small group method was hoped to improve the students' reading ability in reading class.

The conceptual framework underlying in this research given below



### E. Hypothesis

H0 : The Null hypothesis of the research is: there is not any significant different between the students reading comprehension before teaching using Small Group method.

H1: The Null hypothesis of the research is: there is any significant different between the students reading comprehension before teaching using Small Group method.



**CHAPTER III**  
**METHODOLOGY OF THE RESEARCH**

This chapter deals with the research method, research design, variables, population and sample, instrument of the research, procedure of collecting data and technique of collecting data.

**A. Research Method**

In this research, the researcher uses pre-experimental method. This method involves one group that is given a pre-test, a treatment and post-test. The aim of pre-test to know the students' prior reading comprehension and the aim of post-test is to know whether small group work can improve the students' reading comprehension.

**B. Research Design**

Table 1  
Pre-Experimental Design

Pre-test	Treatment	Post-test
$O_1$	x	$O_2$

where:  $O_1$  = pre-test

x = treatment

$O_2$  = post-test (Campbell, et al, 1963:7)

### C. Variable

There are two kinds of variable that uses in this research namely independent variable and dependent variable. The independent variable is using small group method in reading comprehension while the dependent variable is the reading comprehension of the students.

### D. Population and Sample

#### 1. Population

The population of this research is the second grade students of MA Muhammadiyah Bissoloro, in academic year 2016/2017. The located of this school is in District Bungaya, Gowa . The second grade class of this school consist of two classes, it is XI A, and XI B

Table 2. The total number of population in MA Muhammadiyah Bissoloro, as following:

<b>Class</b>	<b>XI. A</b>	<b>XI.B</b>
Total Number of students	23	26
Total of Population	49	

#### 2. Sample

As the sample in this research using purposive sampling technique. The researcher chose the XI A class, the researcher will take the class to know the problems of them in reading class.

### **E. Instrument of the Research**

In other to help the writer in this research using reading test. Reading test using to get the data about students' comprehension. And the aims is finding out students' response toward teaching learning process through small group method.

#### **Scoring students correct answer in reading comprehension**

Score	Criteria
9-10	No or one error of comprehension
7-8	Two-three errors of comprehension
5-6	Four-five errors of comprehension
3-4	Six-seven errors of comprehension
1-2	Almost all errors of comprehension

### **F. Procedure of Collecting Data**

The procedures of collecting data in this research as follows:

#### 1. Pre-test

The pre-test is given to know the students' prior knowledge before giving the treatment. In this step the writer will give reading test In this test, the students answer some questions that given by researcher.

#### 2. Treatment

After administering the pre-test, the treatment will be applied The to experimental class . with the step as follow:

- a. The writer explain about activity that the students do (small group ) and explained about the text to the students.
  - b. The researchergave reading test ( reading Question) at least 5 question maximum 10 question to the students.
  - c. The researher was corrected the students answer and find the students error in reading question
  - d. The researcher taked the students value appripiate the procedure
3. Post-test

After doing treatment the last procedure of collecting data is post-test. The aim is to find out whether or not small group work method can improve the students' reading skills.

### G. Data Analysis

1. Classifying the students' score. The classifications which are using as follows:

Score	Category
(8.1) to (10)	Excelent
(6.1) to (8.0)	Good
(4.1) to (6.0)	Fair
(2.1) to (4.0)	Less
(00) to (2.0)	Poor

(Depdikbud in Abdullah, 2006:30)

2. Calculating the students' mean score of pre-test and post-test, the researcher applied this formula:

$$\bar{x} = \frac{\sum X}{N}$$

Where:  $\bar{x}$   
 $\bar{X}$ : mean score

$X$ : the number of all scores

$N$ : the number of sample

(Gay, 2006:320).

3. Find out the significant different between mean score of the students by calculating the value of the t-test, the formula is used as follows:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

$t$  = test of significance

$\bar{D}$  = the mean score of total deviation

$D$  = the sum of total score of difference

$D^2$  = the square of the sum score for difference

$N$  = total number of subject

(Gay, 2006:355)

## CHAPTER IV

### FINDING AND DISCUSSION

This chapter consists of two sections, the findings of the research and the discussions of the findings.

#### A. Findings

##### 1. The variable of students' reading Comprehension

The findings of the research deals with the answer of the problem statement which it aims to find out how the effectiveness of small group in reading comprehension, followed by the mean score and standard deviation of the students' understanding in main idea and supporting idea in pre-test and post-test is presented as follows:

##### a. Main Idea

Following is the summary of the frequency and percentage score of the students' understanding in main idea in the pre-test and post-test.

Table 3. The distribution of frequency and percentage score of students' pre-test and post-test point of Main idea:

Score	Category	Pre-test		Post-test	
		F	%	F	%
(8.1) to (10)	Excelent	-	-	-	-
(6.1) to (8.0)	Good	-	-	7	35%

(4.1) to (6.0)	Fair	2	10%	8	35%
(2.1) to (4.0)	Less	11	60%	8	30%
(00) to (2.0)	Poor	10	30%	-	-
<b>Total</b>		<b>23</b>	<b>100</b>	<b>23</b>	<b>100</b>

The result data analysis from pre-test and post-test of students' in Point of Main Idea showed that there were 23 students with maximum score 4.1-6.0 and minimum score was 00-2.0. In contrary for post-test, the maximum score they got was (6.1) to (8.0) and minimum score was 2.1-4.0 .

Based on the table, pre-test showed that there were 10 (30%) out of students classified into poor score, 11 (60%) out of them classified into less score, 2 (10%) out of them classified into fair score, none of them classified into good and excelent score. From that result, it can be concluded that students' understanding about main idea in pre-test was less.

The table above also shows that the result of students' understanding in reading in post-test. None of the students categorized into very poor. 7(35%) out of them categorized as good, 8(35%) out of them categorized as fair , 8 (30%) out of them categorized as less . The result can be concluded that the students' understanding about main idea in post-test was categorized as fair.

### b. Supporting Idea

Following is the summary of the frequency and percentage score of the students' understanding about supporting idea in the pre-test and post-test.

Table 4. The distribution of frequency and percentage score of students' understanding about supporting ideas in reading pre-test and post-test.

Score	Category	Pre-test		Post-test	
		F	%	F	%
(8.1) to (10)	Excelent	-	-	-	-
(6.1) to (8.0)	Good	-	-	4	15%
(4.1) to (6.0)	Fair	3	10%	12	60%
(2.1) to (4.0)	Less	7	30%	4	15%
(00) to (2.0)	Poor	13	60%	3	10%
<b>Total</b>		<b>23</b>	<b>100</b>	<b>23</b>	<b>100</b>

The result of data analysis from pre-test and pos-test of students' point in supporting idea in reading shows that there were 20 students with maximum score 4.1-6.0 minimum score was 00-2.0. In contrary for post-test, the maximum score they got was 6.1-8.0 and minimum score was 00-2.0.



Based on the table 4, pre-test shows that there were 13 (60%) out of students classified into poor score, 4 (20%) out of them classified into less score, 3 (15%) out of them classified into fair score, none of them classified into good and very good score. From that result, it can concluded that students' understanding about supporting idea in pre-test was poor.

The table above also shows that the result of students' understanding about supporting ideas in reading in post-test. 3 (10%) out of them categorized as poor, 12 (60%) out of them categorized as fair, 4 (15%) out of them categorized as less, 4 (15%) out of them categorized as good, and none of them categorized as excelent. The result can be concluded that the students' understanding in supporting ideas in reading post-test was categorized as fair.

## 2. Mean score of Main Idea and Supporting Idea

The following table shows the distribution of mean score in the pre-test and post-test.

Table 5. Mean score of pre-test and post-test.

Variable (literal Comprehension)	Pre-test	Post-test
	Mean score	Mean score
Main Idea	2,21	5,17
Supporting Idea	4,78	8,13

Table 5. shows that the mean score of students' pre-test was 2,21 and the mean score of post-test was 5,17. the mean score of students' post-test was higher than the mean score of students' pre-test. It means that small group work can improve students' reading ability at MA Darul Fallah Bissoloro, Gowa.

### 3. The result of statistical analysis

In order to know whether or not the difference of the mean score between the two tests (pre-test and post-test) is statically different at the level of significance 0.05 with degrees of freedom (df) = n-1, where n = number of students (23), t-test statistical analysis for non independent sample was applied. The following table showed the result of the calculation.

Table 6. The t-test of the students' improvement

<b>Variable (Literal Comprehension)</b>	<b>t-test value</b>	<b>t-table</b>
Main Idea	9,83	2.074
Supporting idea	10,93	2,074

The table 6. above shows that t-value of the t-test is higher than the value of t-table. It's indicated that there is a significance difference between the result of the students' speaking in using small group work after treatment. The final result shows that t-value for the final score of

students' reading ability is  $9,83 > t\text{-table} = 2.074$  and  $10,93 > t\text{-table} 2.074$ .

Based on the final result of two components of reading ability showed that  $H_0$  was rejected and  $H_1$  was accepted, it means there was a significant difference between pre-test and post-test. In other words, it can be concluded that small group work as a teaching of reading effective to improve reading ability of the students.

## **B. Discussion**

Because reading is a process of constructing meaning, reading strategies can only be learned through a real reading. In addition, students must have the opportunity to hear the teacher model reading and comprehension strategies before they can use the strategies independently. Consequently, both guided reading and small group instruction are absolutely essential to helping students become better readers.

Before grouping in small Group, students motivation was less, there are some students less vocabulary, not confidence. To make their enjoy to read the text, the researcher grouping the students in small Group, they are aggressive to move and read more, think, share and write down what their understanding in reading especially to get the main idea and supporting idea.

Relating to the data collected through the pre-test and post-test was show that the reading ability of the second grade students of MA Darul Fallah, Bissoloro Kab. Gowa in academic year 2016 / 2017 was good. It was

supported by the frequency and rate percentage of the result of the students' pre-test and post-test. Students' score after being trained through small group work in reading was better than before the treatment given to the students.

In the pre-test, the students' reading ability which marked according to:

1. Main idea that there were 10 (30%) out of students classified into poor score, 11 (60%) out of them classified into less score, 2 (10%) out of them classified into fair score, none of them classified into good and excellent score. . From that result, it can be concluded that students' reading comprehension especially main idea in pre-test was less.
2. Supporting idea that there were 13 (60%) out of students classified into poor score, 4 (20%) out of them classified into less score, 3 (15%) out of them classified into fair score, none of them classified into good and very good score. From that result, it can be concluded that students' reading comprehension to get supporting ideas in pre-test was poor.

From the data collected in pre-test, the researcher could conclude that the difficulty in reading ability was caused by how to write the words well and also caused by lack of vocabulary and understandable of structure.

In the post-test, the students' reading ability which marked according to:

1. Main Idea that were 7(35%) out of them categorized as good, 8(35%) out of them categorized as fair , 8 (30%) out of them categorized as less . The

result can be concluded that the students' literal comprehension in post-test was categorized as fair.

2. Supporting main Idea that there were 3 (10%) out of them categorized as poor, 12 (60%) out of them categorized as fair, 4 (15%) out of them categorized as less, 4 (15%) out of them categorized as good, and none of them categorized as excellent. The result can be concluded that the students' supporting idea in reading post-test was categorized as fair.

From the data collected in post-test, the researcher could conclude of the students' interest in small group work were because they can be active in the class and write an idea or opinion about topic and they felt that small group work could improve their English specially in reading ability, even the improvement was very a bit. It proved by the final result of students' reading ability improved from poor became good category by showing the mean score of pre-test was 2,21 and mean score of post-test was 5,17 in Main Idea, also in supporting idea in the mean score of pre-test was 4,78 and mean score of post-test was 8,13.

Small group work was interest and beneficial for the students who studied English because can improve the students' reading ability. It was also supported by the t-value of the final score of the students' reading ability (9,83), summarizing (10,93) in pre-test and post-test. . It means, students' reading ability improved (from poor become good) after being trained through small group.

Based on all the data collected above, the researcher could conclude that most of the students needed to be motivated and small group work that could share the opinion the students' interest.

From the discussion above, it could be concluded that the second grade students of MA Darul Fallah Bissoloro, Kab. Gowa in academic year 2016 / 2017 have good ability after being trained through small group. Finally the researcher concluded that small group in teaching English especially in reading can help the students to improve their ability.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents the conclusion and the suggestion based on the result and discussion in the preceding chapter.

#### A. Conclusion

Based on the result and discussion in the preceding chapter, it can be concluded that small group work is effective in improving the students' reading ability of the second grade students of MA Darul Fallah Bissoloro, Kab. Gowa in academic year 2016 / 2017.

It is proved by result of statistical analysis of the level significance 0.05 with degree of freedom (df) =  $N-1 = 23-1 = 22$  indicated that t-test value of final score in reading ability (9,83) and (10,93) was greater than t-table (2.074).

#### B. Suggestion

Based on the conclusion above, presents some suggestions as follows :

1. It is recommended for the teacher that they use small Group to teach reading skill especially in understanding to find main idea and supporting idea. As teacher should be creative to use method for support their teaching, it can make the students minimize their anxiety

and have a good self-esteem in learning process because the students feel interest and enjoy with our teaching.

2. For the next researcher, they can take the other skill to be improved it neither they use this method or other method. But it is better to use this method in order to know the students' reading skill improvement for the other skills.



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# APPENDIX

## **APPENDIX B**

### **Reading Comprehension for Pre-Test**

**Direction : Read the text carefully and answer the following question**

### **TSUNAMI**

Tsunami occur when a major fault under the ocean floor suddenly slips. The displaced rock pushes water above it like a giant paddle, producing powerful water waves at the ocean surface. The ocean waves spread out from the vicinity of the earthquake source and move across the ocean until they reach the coastline, where their height increases as they reach the continental shelf, the part of Earth's crust that slopes, or rises, from the ocean floor up to the land.

Tsunamis was ashore with often disastrous effect such as severe flooding, loss of lives due drawing, and damage to property.

A tsunami is a very large sea wave that is generated by a disturbance along the ocean floor.this disturbance can be earthquake, a landslide, or a volcanic eruption. A Tsunami is undetectable far out in the ocean, but ocean it reaches shallow water, this fast-travelling wave grows very large.

### **Answer the questions !**

1. When does Tsunami occur ?
2. Mention some disastrous effects of Tsunami !
3. What is the main Idea from this story ?

**Direction : Read the text carefully and answer the following question**

## **THE WIND AND THE SUN**

Well, one day the wind and the sun were disputing which was the stronger. Suddenly they saw the traveler coming down the road, and the sun said, “ I see a way to decide our dispute. Whichever of us can cause that traveler to take off his cloak shall be regarded as the stronger. You begin” , so, the sun retired behind a cloud , and the wind began to blow as hard as it could upon the traveler. But the harder he blew the more closely did the traveler wrap his cloak round him, till at last the wind had to give up in despair. Then the sun came out and shone in all his glory upon the traveler, who soon found it too hot to walk with his cloak on. That’s the end of the story.

What lesson can we learn ? right, “ kindness effects more than severity.”

**Answer these Question !**

1. The lesson you can learn from the story is ...
2. What is the main idea?
3. What is Supporting Idea?

## **APPENDIX A**

### **Reading Comprehension for Pre-Test**

**Direction : Read the text carefully and answer the following question**

#### **VALENTINE'S DAY IS NOT PART OF OUR CULTURE**

Valentine's day which falls on February 14 is no longer only celebrated in western countries. The commercialization of this special day has spread all over the world. The day is also being exploited by radio and television stations, shopping malls, cafes, and many others to get more profits.

Yolanda, 27 is a public relations officer in a private company in South Jakarta. She lives with her parents in Bekasi, West Java said that " since I graduated from senior high school , I have never celebrated valentine's day , I used to have dinner with my schoolmates but that was more because we wanted to get together for dinner. I think valentine's day is not part of Indonesian culture. It may be a special day is not for foreigners but I will be staying home because I have to work on the following day".

Ahmad Paji, 25 works in a company in Jalan Rasuna Said, Central Jakarta. " valentine's day is a good moment for a trader to gain more profits. It is a chance for them to promote their products. My girlfriend sells women's attire in Bandung and gives a 20 percent discount on pink items. The target is teenage girls. Many restaurants also do their best to lure more people for dinner. I never celebrate it as a special day. I never say " happy valentine's day" to my girlfriends even though she even gives me special gifts. Last year, for example , she sent me a photo album and romantic poems but I only said "thanks in return."

Answer the questions !

1. What is valentine's Day?
2. What is the main idea?
3. What is Supporting Idea?

## **APPENDIX C**

### **The first Material for Treatment**

#### **SMOKING**

Smoking ban debate in Indonesia won't be ended easily. Indonesian society have different views in responding the smoking ban. The latest one is the MUI illegitimate fatwa which is responded with a variety of different opinions from the society. The following is a discussion of the pros and cons of smoking ban, especially smoking in public area.

People who agree with MUI statement argue that a lot of negative effects produced by smoking, such as causing death, lung damage, liver and heart attack, impotence, and a lot of kinds of cancer. These diseases can cause death. Again, not only the active smokers who are affected, but also the people around them (passive smokers) get the impacts.

Based on this that study, the MUI states that smoking is forbidden, especially in public area. However, the smokers still argue a self-defense arguments. They argue that smoking can help to refresh their mind, create some creative idea, relieve nervousness and fatigue. In social life, they argue that smoking can establish or strengthen togetherness. In addition, they also argue that the smoking ban means also closing the tobacco company which cause a massive unemployment because many employees work there.



The smoking ban is still a very intense debate in our country. It is very difficult to decide the appropriate action or solution. There have been many studies discuss about smoking. But the decision whether we smoke or not is a matter or personal choice. It depends on ourselves.

**Answer the questions !**

1. What is the talking about ?
2. What is the main idea?
3. What is Supporting Idea?

## **The second material for Treatment**

### **Influence of Online Game Toward Student Achievement**

The rise of the internet, bring a lot of influence for students. One of them with the presence of online gaming. This game can disrupt learning achievement. This is because online games have the nature of addictive or carrying opium. As a result children who are familiar with online gaming is likely to be affected, either directly or indirectly. School children is one group that is easily affected by the impact of online games. The time should be used to rest or play, but children tend to use it to sit at the computer and cool in the online game play. Although seems pretty just sitting long-term impact on the game of games that spend leisure time more than 30 hours per week, as well as games can drain energy and requires concentration and diransang curious child to pursue high value even children forget the time to pause. Such dependence can lead to negative behaviors such as stealing money to buy a new game, skipping school, lazy doing homework (PR), or do not think the current calm can not play games. When children play with a high level of dependency and incorrect sitting position when playing games feared the child would suffer from Repetitive Strain Injury (RSI) or joint pain among children.

To prevent a child playing online games is certainly not an easy job. Internet facilities are widely available everywhere, one of the internet cafes, making children can access the Internet from anywhere. Do not always have to

play at home, children can steal time after school by visiting the online gaming arena or internet cafes that are around their school.

**Answer the question !**

1. What is the main idea?
2. What is Supporting Idea?

## **TEATIME**

All around the world, people drink tea. But tea does not mean the something to everyone. In different countries, people have very different ideas about drink tea. In Chinese, for example, tea is always served when people get together. Chines drink it at any time of day, at home or in teahouse. They prever their tea plain, with nothing else in it.

Tea is also important in japan. The Japanese have a special way of serving tea called a tea ceremony. There is even special room for it in Japanese homes. Another tea drinking country is England. In England the late afternoon is “teatime”. Almost everyone has a cup of tea then. The English usually make tea in a teapot and drink it with cream and sugar. They also eat cakes, cookies, and little sandwich at teatime.

In the United States people drink tea mostly for breakfast or after meal. American usually use tea bags to make their tea. Tea bag are fasted and easier than making tea in teapots. In the summers, many American drink cold tea. “iced tea” they sometimes drink iced tea from cans, like soda.

### **Answer the Questions !**

1. What is the passage about ?
2. How do Americans make tea ?
3. What is the main idea from this story ?
4. What is the massage from this story ?
5. Make a summary about the story !

(Lesson Plan)

**RENCANA PELAKSANAAN PEMBELAJARAN**

**MATA PELAJARAN** : **BAHASA INGGRIS**  
**KELAS/SEMESTER** : **XI/2**  
**WAKTU** : **2 X 45 MENIT**

**STANDAR KOMPETENSI**

Memahami makna teks tulis fungsional dan esai pendek sederhana berbentuk narrative untuk berinteraksi dalam kehidupan sehari-hari.

**KOMPETENSI DASAR**

Merespon makna teks tulis fungsional dan esai pendek secara akurat, lancar, dan berterima untuk berinteraksi dalam kehidupan sehari-hari

**INDIKATOR**

1. Siswa mampu memahami informasi tertentu dalam teks
2. Siswa mampu Merespon makna teks
3. Siswa mampu menemukan ide pokok pada bacaan yang berhubungan satu sama lain
4. Siswa mampu menyampaikan gagasan /tanggapan tentang isi bacaan berdasarkan pengalaman dan pengetahuan siswa

**MATERI PEMBELAJARAN**

Essay pendek / bacaan bertema : **“Valentine’s Day Is Not Part Of Our Culture”**

1. Judul bacaan
2. Introductory paragraph
3. Informasi Rinci

**METODE PEMBELAJARAN** : Small Group Work

**KEGIATAN PEMBELAJARAN**

**A. KEGIATAN AWAL**

a. Apresiasi

1. Salam dan tegur sapa
2. Guru mengabsen siswa
3. Guru memberikan pertanyaan-pertanyaan tentang materi yang akan diberikan untuk merangsang pembelajaran

b. Motivasi

Merencanakan sebuah cerita untuk merangsang semangat siswa untuk memulai pelajaran

**B. KEGIATAN INTI**

1. Guru menjelaskan tentang small Group Work
2. Guru ,memberikan bahan membaca , guru memberikan kesempatan kepada siswa untuk menemukan ide pokok bacaan
3. Setelah siswa menemukan ide pokok bacaan, siswa kemudian menceritakan kembali teks dengan memaknai kata-kata sendiri
4. Pada bagian akhir, siswa menulis kata-kata yang telah ditentukan sebagai ide pokok dan membuat kesimpulan

**C. KEGIATAN AKHIR**

Meminta siswa menjawab isi bacaan dengan menentukan ide pokok dan gagasan pendukung dan menyampaikan inti bacaan.

**SUMBER PEMBELAJARAN**

Step by Step

**PENILAIAN**

Teknik ; menjawab pertanyaan

Bentuk instrument : tes tertulis

Aspek penilaian

Jumlah soal 5, setiap soal memiliki bobot yang berbeda-beda sesuai dengan tingkat kesulitannya dan nilai maksimal adalah 10 point.

Nilai siswa : skor perolehan x 10

**Jumlah soal**

Mahasiswa Peneliti

**NURANNISA**

10535 4936 11

## **RENCANA PELAKSANAAN PEMBELAJARAN**

**MATA PELAJARAN : BAHASA INGGRIS**

**KELAS/SEMESTER : XI/2**

**WAKTU : 2 X 45 MENIT**

### **STANDAR KOMPETENSI**

Memahami makna teks tulis fungsional dan esai pendek sederhana berbentuk narrative untuk berinteraksi dalam kehidupan sehari-hari.

### **KOMPETENSI DASAR**

Merespon makna teks tulis fungsional dan esai pendek secara akurat, lancar, dan berterima untuk berinteraksi dalam kehidupan sehari-hari

### **INDIKATOR**

1. Siswa mampu memahami informasi tertentu dalam teks
2. Siswa mampu Merespon makna teks
3. Siswa mampu menemukan ide pokok pada bacaan yang berhubungan satu sama lain
4. Siswa mampu menyampaikan gagasan /tanggapan tentang isi bacaan berdasarkan pengalaman dan pengetahuan siswa

### **MATERI PEMBELAJARAN**

Essay pendek / bacaan bertema : **“TSUNAMI”**

1. Judul bacaan
2. Introductory paragraph
3. Informasi Rinci

**METODE PEMBELAJARAN : Small Group Work**



## **KEGIATAN PEMBELAJARAN**

### ***A. KEGIATAN AWAL***

#### a. Apresiasi

1. Salam dan tegur sapa
2. Guru mengabsen siswa
3. Guru memberikan pertanyaan-pertanyaan tentang materi yang akan diberikan untuk merangsang pembelajaran
4. Motivasi

Merencanakan sebuah cerita untuk merangsang semangat siswa untuk memulai pelajaran

### ***B. KEGIATAN INTI***

1. Guru menjelaskan tentang small Group Work
2. Guru ,memberikan bahan membaca , guru memberikan kesempatan kepada siswa untuk menemukan ide pokok bacaan
3. Setelah siswa menemukan ide pokok bacaan, siswa kemudian menceritakan kembali teks dengan memaknai kata-kata sendiri
4. Pada bagian akhir, siswa menulis kata-kata yang telah ditentukan sebagai ide pokok dan membuat kesimpulan

### ***C. KEGIATAN AKHIR***

Meminta siswa menjawab isi bacaan dengan menentukan ide pokok dan gagasan pendukung dan menyampaikan inti bacaan.

## **SUMBER PEMBELAJARAN**

Step by Step

## **PENILAIAN**

Teknik ; menjawab pertanyaan

Bentuk instrument : tes tertulis

Aspek penilaian

Jumlah soal 5, setiap soal memiliki bobot yang berbeda-beda sesuai dengan tingkat kesulitannya dan nilai maksimal adalah 10 point.

Nilai siswa : skor perolehan x 10  
Jumlah soal

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10535 4936 11

## **RENCANA PELAKSANAAN PEMBELAJARAN**

**MATA PELAJARAN : BAHASA INGGRIS**

**KELAS/SEMESTER : XI/2**

**WAKTU : 2 X 45 MENIT**

### **STANDAR KOMPETENSI**

Memahami makna teks tulis fungsional dan esai pendek sederhana berbentuk narrative untuk berinteraksi dalam kehidupan sehari-hari.

### **KOMPETENSI DASAR**

Merespon makna teks tulis fungsional dan esai pendek secara akurat, lancar, dan berterima untuk berinteraksi dalam kehidupan sehari-hari

### **INDIKATOR**

1. Siswa mampu memahami informasi tertentu dalam teks
2. Siswa mampu Merespon makna teks
3. Siswa mampu menemukan ide pokok pada bacaan yang berhubungan satu sama lain
4. Siswa mampu menyampaikan gagasan /tanggapan tentang isi bacaan berdasarkan pengalaman dan pengetahuan siswa

### **MATERI PEMBELAJARAN**

Essay pendek / bacaan bertema : **“The Wind And The Sun”**

1. Judul bacaan
2. Introductory paragraph
3. Informasi Rinci

**METODE PEMBELAJARAN : Small Group Work**

**KEGIATAN PEMBELAJARAN**

## **A. KEGIATAN AWAL**

### **a. Apresiasi**

1. Salam dan tegur sapa
2. Guru mengabsen siswa
3. Guru memberikan pertanyaan-pertanyaan tentang materi yang akan diberikan untuk merangsang pembelajaran

### **b. Motivasi**

Merencanakan sebuah cerita untuk merangsang semangat siswa untuk memulai pelajaran

## **B. KEGIATAN INTI**

1. Guru menjelaskan tentang small Group Work
2. Guru ,memberikan bahan membaca , guru memberikan kesempatan kepada siswa untuk menemukan ide pokok bacaan
3. Setelah siswa menemukan ide pokok bacaan, siswa kemudian menceritakan kembali teks dengan memaknai kata-kata sendiri
4. Pada bagian akhir, siswa menulis kata-kata yang telah ditentukan sebagai ide pokok dan membuat kesimpulan

## **C. KEGIATAN AKHIR**

Meminta siswa menjawab isi bacaan dengan menentukan ide pokok dan gagasan pendukung dan menyampaikan inti bacaan.

## **SUMBER PEMBELAJARAN**

Look A Head

## **PENILAIAN**

Teknik ; menjawab pertanyaan

Bentuk instrument : tes tertulis

Aspek penilaian

Jumlah soal 5, setiap soal memiliki bobot yang berbeda-beda sesuai dengan tingkat kesulitannya dan nilai maksimal adalah 10 point.

Nilai siswa : skor perolehan x 10  
Jumlah soal

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## **RENCANA PELAKSANAAN PEMBELAJARAN**

**MATA PELAJARAN : BAHASA INGGRIS**

**KELAS/SEMESTER : XI/2**

**WAKTU : 2 X 45 MENIT**

### **STANDAR KOMPETENSI**

Memahami makna teks tulis fungsional dan esai pendek sederhana berbentuk narrative untuk berinteraksi dalam kehidupan sehari-hari.

### **KOMPETENSI DASAR**

Merespon makna teks tulis fungsional dan esai pendek secara akurat, lancar, dan berterima untuk berinteraksi dalam kehidupan sehari-hari

### **INDIKATOR**

1. Siswa mampu memahami informasi tertentu dalam teks
2. Siswa mampu Merespon makna teks
3. Siswa mampu menemukan ide pokok pada bacaan yang berhubungan satu sama lain
4. Siswa mampu menyampaikan gagasan /tanggapan tentang isi bacaan berdasarkan pengalaman dan pengetahuan siswa

### **MATERI PEMBELAJARAN**

Essay pendek / bacaan bertema : **“SMOKING”**

1. Judul bacaan
2. Introductory paragraph
3. Informasi Rinci

**METODE PEMBELAJARAN : Small Group Work**

**KEGIATAN PEMBELAJARAN**

## **A. KEGIATAN AWAL**

### **a. Apresiasi**

1. Salam dan tegur sapa
2. Guru mengabsen siswa
3. Guru memberikan pertanyaan-pertanyaan tentang materi yang akan diberikan untuk merangsang pembelajaran
4. Motivasi  
Merencanakan sebuah cerita untuk merangsang semangat siswa untuk memulai pelajaran

## **B. KEGIATAN INTI**

1. Guru menjelaskan tentang small Group Work
2. Guru ,memberikan bahan membaca , guru memberikan kesempatan kepada siswa untuk menemukan ide pokok bacaan
3. Setelah siswa menemukan ide pokok bacaan, siswa kemudian menceritakan kembali teks dengan memaknai kata-kata sendiri
4. Pada bagian akhir, siswa menulis kata-kata yang telah ditentukan sebagai ide pokok

## **C. KEGIATAN AKHIR**

Meminta siswa menjawab isi bacaan dengan menentukan ide pokok dan gagasan pendukung dan menyampaikan inti bacaan.

## **SUMBER PEMBELAJARAN**

Source: <http://Syaifullah.wordpress.com> with the conversion.

## **PENILAIAN**

Teknik ; menjawab pertanyaan

Bentuk instrument : tes tertulis

Aspek penilaian

Jumlah soal 5, setiap soal memiliki bobot yang berbeda-beda sesuai dengan tingkat kesulitannya dan nilai maksimal adalah 10 point.

Nilai siswa : skor perolehan x 10  
Jumlah soal

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## RENCANA PELAKSANAAN PEMBELAJARAN

**MATA PELAJARAN : BAHASA INGGRIS**

**KELAS/SEMESTER : XI/2**

**WAKTU : 2 X 45 MENIT**

### STANDAR KOMPETENSI

Memahami makna teks tulis fungsional dan esai pendek sederhana berbentuk narrative untuk berinteraksi dalam kehidupan sehari-hari.

### KOMPETENSI DASAR

Merespon makna teks tulis fungsional dan esai pendek secara akurat, lancer, dan berterima untuk berinteraksi dalam kehidupan sehari-hari

### INDIKATOR

1. Siswa mampu memahami informasi tertentu dalam teks
2. Siswa mampu Merespon makna teks
3. Siswa mampu menemukan ide pokok pada bacaan yang berhubungan satu sama lain
4. Siswa mampu menyampaikan gagasan /tanggapan tentang isi bacaan berdasarkan pengalaman dan pengetahuan siswa

### MATERI PEMBELAJARAN

Essay pendek / bacaan bertema : **“Influence of Online Game Toward Student Achievement “**

1. Judul bacaan
2. Introductory paragraph
3. Informasi Rinci

**METODE PEMBELAJARAN** : Small Group Work

**KEGIATAN PEMBELAJARAN**

**A. KEGIATAN AWAL**

- a. Apresiasi
  1. Salam dan tegur sapa
  2. Guru mengabsen siswa
  3. Guru memberikan pertanyaan-pertanyaan tentang materi yang akan diberikan untuk merangsang pembelajaran
- b. Motivasi

Merencanakan sebuah cerita untuk merangsang semangat siswa untuk memulai pelajaran

**B. KEGIATAN INTI**

1. Guru menjelaskan tentang small Group Work
2. Guru ,memberikan bahan membaca , guru memberikan kesempatan kepada siswa untuk menemukan ide pokok bacaan
3. Setelah siswa menemukan ide pokok bacaan, siswa kemudian menceritakan kembali teks dengan memaknai kata-kata sendiri
4. Pada bagian akhir, siswa menulis kata-kata yang telah ditentukan sebagai ide pokok dan membuat kesimpulan

**C. KEGIATAN AKHIR**

Meminta siswa menjawab isi bacaan dengan menentukan ide pokok dan gagasan pendukung dan menyampaikan inti bacaan.

**SUMBER PEMBELAJARAN**

Source: <http://Syaifullah.wordpress.com> with the conversion.

**PENILAIAN**

Teknik ; menjawab pertanyaan  
Bentuk instrument : tes tertulis

Aspek penilaian

Jumlah soal 5, setiap soal memiliki bobot yang berbeda-beda sesuai dengan tingkat kesulitannya dan nilai maksimal adalah 10 point.

Nilai siswa :  $\frac{\text{skor perolehan}}{\text{Jumlah soal}} \times 10$

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## **RENCANA PELAKSANAAN PEMBELAJARAN**

**MATA PELAJARAN : BAHASA INGGRIS**

**KELAS/SEMESTER : XI/2**

**WAKTU : 2 X 45 MENIT**

### **STANDAR KOMPETENSI**

Memahami makna teks tulis fungsional dan esai pendek sederhana berbentuk narrative untuk berinteraksi dalam kehidupan sehari-hari.

### **KOMPETENSI DASAR**

Merespon makna teks tulis fungsional dan esai pendek secara akurat, lancar, dan berterima untuk berinteraksi dalam kehidupan sehari-hari

### **INDIKATOR**

1. Siswa mampu memahami informasi tertentu dalam teks
2. Siswa mampu Merespon makna teks
3. Siswa mampu menemukan ide pokok pada bacaan yang berhubungan satu sama lain
4. Siswa mampu menyampaikan gagasan /tanggapan tentang isi bacaan berdasarkan pengalaman dan pengetahuan siswa

### **MATERI PEMBELAJARAN**

Essay pendek / bacaan bertema : **“TEATIME”**

1. Judul bacaan
2. Introductory paragraph
3. Informasi Rinci

**METODE PEMBELAJARAN** : Small Group Work

**KEGIATAN PEMBELAJARAN**

**A. KEGIATAN AWAL**

a. Apresiasi

1. Salam dan tegur sapa
2. Guru mengabsen siswa
3. Guru memberikan pertanyaan-pertanyaan tentang materi yang akan diberikan untuk merangsang pembelajaran

b. Motivasi

Merencanakan sebuah cerita untuk merangsang semangat siswa untuk memulai pelajaran

**B. KEGIATAN INTI**

1. Guru menjelaskan tentang small Group Work
2. Guru ,memberikan bahan membaca , guru memberikan kesempatan kepada siswa untuk menemukan ide pokok bacaan
3. Setelah siswa menemukan ide pokok bacaan, siswa kemudian menceritakan kembali teks dengan memaknai kata-kata sendiri
4. Pada bagian akhir, siswa menulis kata-kata yang telah ditentukan sebagai ide pokok dan membuat kesimpulan

**C. KEGIATAN AKHIR**

Meminta siswa menjawab isi bacaan dengan menentukan ide pokok dan gagasan pendukung dan menyampaikan inti bacaan.

**SUMBER PEMBELAJARAN**

Look A Head

**PENILAIAN**

Teknik ; menjawab pertanyaan

Bentuk instrument : tes tertulis

Aspek penilaian

Jumlah soal 5, setiap soal memiliki bobot yang berbeda-beda sesuai dengan tingkat kesulitannya dan nilai maksimal adalah 10 point.

Nilai siswa : **skor perolehan** x 10

**Jumlah soal**

Mahasiswa Peneliti

**NURANNISA**

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**APPENDIX D****The Students' Score in main Idea**

<b>Number of Sample</b>	<b>Pre-test (X<sub>1</sub>)</b>	<b>Post –test (X<sub>2</sub>)</b>	<b>Gain D (X<sub>2</sub>-X<sub>1</sub>)</b>	<b>D<sup>2</sup></b>
1	5	7	2	4
2	3	6	3	9
3	3	7	4	16
4	-	6	6	36
5	4	6	2	4
6	3	7	4	16
7	-	2	2	4
8	-	3	3	9
9	-	6	6	36
10	4	7	3	9
11	3	7	4	16
12	2	6	4	16
13	2	2	-	-
14	-	3	3	9
15	-	2	2	4
16	-	3	3	9
17	-	4	4	16
18	4	6	2	4
19	3	3	-	-
20	3	7	4	16
21	4	6	2	4
22	5	8	3	9
23	3	5	2	4
<b>Total</b>	<b>X<sub>1</sub> = 51</b>	<b>X<sub>2</sub> = 119</b>	<b>D = 68</b>	<b>D<sup>2</sup> = 250</b>

## 1. Mean Score of Main Idea

a. Pre-test

$$X_1 = \frac{\sum X_1}{N}$$

$$X_1 = \frac{51}{23}$$

$$X_1 = 2,21$$

b. Post- test

$$X_2 = \frac{\sum X_2}{N}$$

$$X_2 = \frac{119}{23}$$

$$X_2 = 5,17$$

## 2. t-test of Main Idea

$$D = \frac{D}{N}$$

$$D = \frac{68}{23}$$

$$D = 2,95$$

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{2,95}{\frac{250 - \frac{68^2}{23}}{23(23-1)}}$$

$$t = \frac{2,95}{\frac{250 - \frac{4624}{23}}{23(22)}}$$

$$t = \frac{2,95}{\frac{250 - 201,43}{506}}$$



$$t = \frac{2,95}{\frac{48,57}{506}}$$

$$t = \frac{2,95}{0,30}$$

$$t = 9,83$$

**APPENDIX E****The Students' Score in Supporting Idea**

<b>Number of Sample</b>	<b>Pre-test (X<sub>1</sub>)</b>	<b>Post –test (X<sub>2</sub>)</b>	<b>Gain D (X<sub>2</sub>-X<sub>1</sub>)</b>	<b>D<sup>2</sup></b>
1	-	5	5	25
2	3	5	2	4
3	4	7	3	9
4	4	8	4	16
5	4	7	3	9
6	6	9	3	9
7	6	6	-	-
8	4	7	3	9
9	4	9	5	25
10	8	8	-	-
11	7	9	2	4
12	6	10	4	16
13	5	10	5	25
14	5	10	5	25
15	5	8	3	9
16	5	9	4	16
17	5	9	4	16
18	5	10	5	25
19	4	9	5	25
20	6	8	2	4
21	5	8	3	9
22	4	8	4	16
23	5	8	4	16
<b>Total</b>	<b>X<sub>1</sub> = 110</b>	<b>X<sub>2</sub> = 187</b>	<b>D = 78</b>	<b>D<sup>2</sup> = 312</b>

### 3. Mean Score of Supporting Idea

a. Pre-test

$$X_1 = \frac{\sum X_1}{N}$$

$$X_1 = \frac{110}{23}$$

$$X_1 = 4,78$$

b. Post- test

$$X_2 = \frac{\sum X_2}{N}$$

$$X_2 = \frac{187}{23}$$

$$X_2 = 8,13$$

### 4. t-test of Supporting Idea

$$D = \frac{D}{N}$$

$$D = \frac{78}{23}$$

$$D = 3,39$$

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{3,39}{\frac{312 - \frac{78^2}{23}}{23(23-1)}}$$

$$t = \frac{3,39}{\frac{312 - \frac{6084}{23}}{23(22)}}$$

$$t = \frac{3,39}{\frac{312 - 264,52}{506}}$$

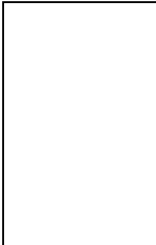
$$t = \frac{3,39}{\frac{47,48}{506}}$$

$$t = \frac{3,39}{\sqrt{0,094}}$$

$$t = \frac{3,39}{0,31}$$

$$t = 10,93$$

## CURRICULUM VITAE



**NURANNISA**, was born on September 09<sup>th</sup>, 1993 in Gowa. She is the third child from two brothers and third sisters from the marriage of her parents Jumalang and Rohani.

In 1999 the writer registered as student elementary school at SD Inpres Malakaya Gowa regency and she graduated in 2005, Junior High School at SMP Galesong Utara Takalar, graduated in 2008. Senior High School at SMA Galesong Utara Takalar, She graduated in 2011. And She registered to study of English Education Departement in Makassar Muhammadiyah University.