

**THE IMPLEMENTATION OF SMALL GROUP DISCUSSION
TECHNIQUE TO IMPROVE STUDENTS' READING COMPREHENSION
(A Classroom Action Research at The Eight Grade of MTs Raudhatul 'ulum
Way Jambu Lampung in Academic Year 2015/2016)**

“THESIS”

**Submitted as A Partial Requirements for the degree of *Sarjana* in English
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**ENGLISH EDUCATION OF STUDY PROGRAM
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2016**

APPROVAL

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DEDICATION

Bismillahirrohmanirrohim

In the name of Allah, the most gracious and merciful, all praise and gratitude to Him who has given strength, patience, and perseverance to finish this thesis, Shalawat and salam to our prophet Muhammad SAW, and his family and friends.

- My beloved parents, my father (Hazri. Z) and my mother (Zubaidah) who always pray for me and could reach the successful, I do love you.
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- I also would like to dedicate this thesis to all my friends and my family who had supported me through the process. I will always appreciate all everything that had done, especially all of my classmate my best friends ; Mirzawan, Syamsul Arif, Satria Alamsyah, Muhammad Hafizon, Agnes Afrizal, Junilpi saputra, Wiji, Andika, Eka marti Anita, Dirsa putra, Desty Lessi, Anengki Masutera, Bagas prasetya, Emlan Heryadi, Aisyah Wulandari, Cony eka sapitri, Agustina indah bahari, fadli, Elya fitri yani, and each others.
- My religion of Islam and Almamater.

MOTTO

So, verily, with every difficulty, there is relief :

Verily, with every difficulty there is relief.

(QS. AL Insyirah: 5-6)

You have endure caterpillars if you want to see butterflies.

You will never know until you really try

“Anrizan”

Succes is not coincidence, but is on option

“Anrizan”

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I hereby sincerely state the thesis titled “**The Implementation of Small Group Discussion Technique to Improve Students’ Reading Comprehension (A Classroom Action Reseach at The Eight Grade of MTs Raudhatul ‘Ulum Way Jambu Lampung in Academic Year 2015/2016)**” is my real marterpiece. The things out of my masterpiece in this thesis are signid by citation and referred in the bibliography. If later proven that my thesis his discrepancies, I amwilling to take the academic and the form of repaling my thesis and academic degre.

Bengkulu, 2016

Stated by,



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The researcher realizes that thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Bengkulu, 2016

The researcher

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ABSTRACT

Anrizan. 2016. *The Implementation of Small Group Discussion Technique to Improve Students' Reading Comprehension (A Classroom Action Research at The Eight Grade of MTs Raudhatul 'Ulum Way Jambu Lampung in Academic Year 2015/2016)*. Thesis. English Letters Study Program, Islamic Education and Tadris Faculty.

Advisors : 1) Dr Zubaedi, M.Ag.,M.pd, 2) Detti Lismayanti, M.Hum

Key Words: Small Group Discussion Technique, Reading Comprehension

Generally most of the students of MTs Raudharul 'Ulum Way Jambu Lampung were lack in reading skill, especially on reading comprehension such as : firts, difficult find mean idea of the text, can not find the meaning of difficult word, lack of vocabilaries. The objective of this research was to find out wether small group discussion technique could improve students' reading comprehension in reading ability.

This reseach used classroom action reseach. The population of this reseach is all of second grade students of MTs Raudhatul 'ulum way Jambu Lampung academic year 2015/2016 which consist of 60 students. Sampel of this reseach was the students class VIIIA which consist of 30 students. Instrument in thise reseach were reading test, documentation, fielnotes, interview. The data were analyzed in every cycle. There were three cycles in this reseach. Pre-asesment, cycle I, cycle II, cycle III. Pre-asesment was done to measure the students comprehension in reading ability before use small group discussion tecnique in reading comprehension. The result of mean score on pre-asesment was (45,15%), cycle I (47,81%), cycle II (60,26%), cycle III (77,74%).

The reseacher concluded that are improvement in every cycle, a significant different among the mean score of pre-asesment and cycle was improve. It indicates that the use of small group discussion tecnique can improve students ability in redaing comprehension.

ABSTRAK

Anrizan. 2016. Pelaksanaan Teknik Diskusi Kelompok Kecil untuk Meningkatkan kemampuan membaca Siswa (Penelitian Tindakan Kelas di Kelas Delapan MTs Raudhatul 'Ulum Way Jambu Lampung Di Tahun Akademik 2015/2016). Tesis. Program studi Sastra Inggris, Pendidikan Islam dan Fakultas Tadris. .

Pembimbing: 1) Dr Zubaedi, M.Ag., M.Pd, 2) Detti Lismayanti, M.Hum

Kata kunci: Teknik Diskusi Kelompok Kecil, Pemahaman Membaca.

Umumnya sebagian besar siswa dari MTs Raudharul 'Ulum Way Jambu Lampung. Dalam keterampilan membacanya masih rendah, terutama pada pemahaman bacaan. Tujuan dari penelitian ini adalah untuk meningkatkan kemampuan belajar siswa dengan teknik diskusi kelompok kecil dapat meningkatkan pemahaman siswa dalam kemampuan membaca. Penelitian ini menggunakan tindakan kelas.

Populasi penelitian ini adalah semua siswa kelas II MTs Raudhatul 'Ulum Way Jambu Lampung tahun akademik 2015/2016 yang terdiri dari 60 siswa. Sampel dari penelitian ini adalah kelas VIIIA siswa yang terdiri dari 30 siswa. Instrumen dalam penelitian ini adalah tes membaca. Data dianalisis dalam setiap siklus. Ada 3 siklus dalam penelitian ini. Pre-asesment, siklus I, siklus II, siklus III. Pre-asesment dilakukan untuk mengukur pemahaman siswa dalam kemampuan membaca sebelum digunakan teknik diskusi kelompok kecil dalam pemahaman membaca. Hasil rata-rata skor pre-asesment adalah (45,15%), siklus I (47,81%), siklus II (60,26%), siklus III (77,74%).

Peneliti menyimpulkan bahwa peningkatan pada setiap siklus, berbeda signifikan antara nilai rata-rata pre-asesment dan siklus lain meningkatkan. Hal ini menunjukkan bahwa penggunaan technique diskusi kelompok kecil dapat meningkatkan kemampuan siswa dalam pemahaman membaca.

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BAB I

INTRODUCTION

A. Background of the problems

Reading is the primary foundation for all school basic learning. It will bring some big opportunities for the language learners in academic and occupational. Otherwise, the expectation is not only the language learner able to read, but also able to understand and comprehend it.¹

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 as 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 it self. 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.²

The literacy level of Junior High School is the functional level which students can communicate both orally and written to solve their daily problems. For the eighth grade students of Junior High School, based on the theStandart competence and basic competence which was stated on the

¹ Moat, louisa C. *Teaching reading is rocket science*. (washington Dc : AFT teacher (2004).p.1

²Nur Hikmah Laila, *”Improving Student’s Reading Ability By Using Printed Mass Media* ,(Thesis S1 English Departement Teacher Training and Education Faculty Sebelas Maret University Surakarta,2009).p.1

curriculum, it mentions that students are expected to give response towards the meaning of the text accurately related with the neighborhood. So that, this study conducted a research about the students of eighth grade students of Junior high School in the developments of students' communicative competence in the functional level of literacy in order to think logically, critically, creatively, and innovatively about their environment.³

Based on curriculum KTSP, English become the important subject which is taught to all level students of education in Indonesia, such as elementary school, junior high school. It develop students intellectual, social, and emotional competences. Students should be able to recognized their idea and feeling. English also becomes a subject which determines students graduation. Passing the standard score of English examination becomes one of the requirements graduation.

Based on KTSP, English lesson for junior high school in standard of graduated value is 75 of English lesson. And then from information i was geted from the teacher learn in junior high school in my reseach. Teach of English lesson Suherman Gunawan Said, the level of the score when do examination just get 3,4 in English lesson.

In Indonesia English is not cosidered as a second language but English is a foreign language. English is also called as the target language that has to be teaches in schools in today's Indonesian curriculum. Therefore the student is hoped to increase their ability in English.

³ Ana Setianingsih, *Jurnal of English Language Teaching, The Use three prases technique to Improve Students Participan and reading comprehension in Narrative text*, Elt Forum 2(2013). p. 3

Reading essentially the process of getting information from the written language. Through reading, students are expected to be able to get more.⁴

knowledge, information and pleasure. As one of the importance language skills, reading has to be taught intensively.

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.⁵

The problems that have been stated above were found to the eighth grade students of Madrasah Tsanawiyah Raudhatul 'ulum Way Jambu Lampung when the researcher conducted the pre 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. Furthermore the researcher still used traditional method in teaching reading comprehension such as, questioning and answering, which was seemed monotonous way in teaching and learning

⁴ Adams Rebeca, *Reading and Adult English Language Learners; A Review of the Research* (United State: The Center for Applied Linguistic, 2003). p.33. A book.

⁵ Bernhardt B.E, *Understanding Advanced Second-Language Reading* (New York: Routledge, 2011). p.7

process. 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. The most fundamental responsibility of school is teaching students to read.⁶

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. The advantage of having different students grouping is that they help to provide variety, thus sustaining information.⁷

One strategy which is assumed to be appropriate as a solution for the problem is the small group discussion technique. 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

⁶Moats Louisa C, *Teaching Reading is Rocket Science* (Washington DC: AFT teacher, 2001).p.7

⁷ Harmer Jeremy, *The Practice of English Language Teaching*. (London: Longman Group, Ltd 2007).p.118

exercises to assist them in finding the main idea and identify general and specific information.⁸

Based on my observation in MTs Raudhatul ‘Ulum Way jambu Lampung, the teacher in this school, Suherman Gunawan said that there are many problems the students gets difficulties to comprehend reading text and answer the question in learning English, because they do not know more about vocabulary to translate the text. So, many students get low score especially in reading test. In the fact, it gotten from daily examination result that were 35,37,40.46,50,57,60, but the KKM (criterion based curriculum) of English lesson that school in 70,00 in other word, must of the students are below of the average result.

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

⁸ Gibson Jonathan, *Small Group Teaching in English Literature: A Good Practice Guide*. (Royal Holloway, University of London,2010).p.4

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 experiences in teaching English, the researcher is highly motivated to use small group in improving student reading ability at the eighth grade students of Madrasah Tsanawiyah Raudhatul 'ulum Way Jambu Lampung in Academic years 2015/2016.

B. Identification of problems

Based on the reseach problem as described above, severa the reseachpoblem in this study can be identification; The student at MTs Raudhatul 'ulum Way Jambu Lampung to applying of the implementation of small group discussion technique, with this technique and its application in order to improve the ability of student to learn the English language so as not boring and enjoyed especially on reading comprehension.

C. Limitation of problems

The researcher was limited the study on small group discussion as an activity to teach reading comprehension in the form of descriptive paragraph of eight grade students of Madrasah Tsanawiyah Raudhatul 'ulum Way Jambu Lampung in Academic years 2015/2016.

D. Formulation of Problems

Based on the background of the research, the research problem can be formulated as follow: how does discussion technique improve student

reading ability of the eighth grade students of Madrasah TsanawiyahRaudhatul ‘ulum Way Jambu Lampung in Academic years 2015/2016.?

E. Objective of the reseach

The objective of this study is to improve the students reading ability of the eighth grade of Madrasah TsanawiyahRaudhatul ‘ulum Way Jambu Lampung in Academic years 2015/2016.

F. Significance of the reseach

The findings of the present research were 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 prinpsole of small group discussion technique to improve the students’ reading ability.

Practically, the presence of this research was expected to help the English teachers who teach the eighth grade students of Madrasah TsanawiyahRaudhatul ‘ulum Way Jambu Lampung in Academic years 2015/2016 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.

G. Definition of Key Term

To avoid misinterpretation the reseaher defines the key term in this study

1. Reading Comprehension

Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that includes words reading, words knowledge, fluency and ability to get the meaning of something in the text. It is an active cognitive process that requires the construction of meaning from incoming information and prior knowledge”

2. Small Group Discussion Technique

Small group discussion technique is defined as a technique in teaching reading comprehension in which the students are devided into small group of discussion.

CHAPTER II

LITERATURE REVIEW

A. The concept of reading

A theoretical review is a scientifically investigation, expected to contribute some practical significance to a research conducted on the basis of some relevant theoretical construct and empirical evidences. The following theoretical reviews are the definition of small group discussion, the definition of reading comprehension and types of reading.

In Islam, reading becomes something important because it was the first commandment all at once the first defines revelation to the prophet Muhammad (p.b.u.h). It is stated in Quran surah Al-Alaq 1-5.⁹

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (١) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (٢)
أَقْرَأْ وَرَبُّكَ الْأَكْرَمُ (٣) الَّذِي عَلَّمَ بِالْقَلَمِ (٤) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

Read: In the name of thy lord who has createth (1) Createth man from a clot (2)

Read: And thy lord is the most Generous (3) Whoteacheth by the pen (4)Teacheth man that which he knew not.

1. Definition of Reading Comprehension

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. abilities often categorize the component skills and processes as ones that occur higher or

⁹Al-qur'an (bandung : CV Jumatul Ali-Art (J-ART),2005),p.598.

lower in the language processing chain. For example, word recognition skills are considered a lower level processing skill. In contrast, inference making is considered a higher level processing skill because it aids the construction of the meaning-based representation of the text reading is likewise a skill that teachers simply expect learners to acquire.¹⁰

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 ability refers to an activity reading and understanding written text

Reading ability especially on inferring main idea of paragraph. The first step is found 3 things discovered from reading. While the student summarize the text, the student will have better understanding about the content of the text. The second step shares the 2 interesting things from the text. In this step student share two different details that student found interesting from the passage.¹¹

Teachers control the conditions of reading by instructing, explaining and illustrating vocabulary, grammar and sentence formation, teaching reading strategies and testing students' comprehension in the

¹⁰ Kate cen, Jane oakhill, Peter bryant: *Children's Reading Comprehension Ability: Concurrent prediction by Working Memory, Verbal Ability, and Component skill* (Journal of Educational Psychology, USA 2004), p.32.

¹¹ Riswanto Elfrida Wisma Yunita Uswatun khasanah, *Jurnal of Linguistics and Language Teaching* (Bengkulu 2014). p.59

hope to help students to learn English, which turns reading into a process of detailed study, memorization, analysis and guessing.¹²

Reading ability 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 refer 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.¹³

Reading is the fundamental skill upon which all formal education depends¹⁴. 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.

2. Teaching reading comprehension

Teacher should know the activity that will have the students in learning reading comprehension. In teaching reading comprehension, the teacher should help students to read comprehensibly to them to make them

¹²Fanshao meng, *Developing Students' Reading ability through Extensive Reading Language teaching*(WWW.cc_senet.org/Journal College English Department, Xuchang University,2009).p. 34

¹³Klinger jannette, *Teaching reading comprehension to student with learning difficulties*(New York, Guilford Press,2007). p. 2

¹⁴ Louise C Moats, *Implementing research –based intruction in high property School: Lessons learn ed from a Five Reseach program* (University of michigan conference, 2001).p. 5

understand and comprehend about the text. Brown says that the teaching is an activity to explain, demonstrate, and illustrate something to someone to make them understand.

3. The Purpose of Reading

Reading is an activity with a purpose. A person reads because of many purposes, for example, for getting information, expanding knowledge, and even for enjoyment. The reading text may include newspapers, letters, booklets, advertisements, magazines, etc. Nunan adds newspapers on the www, email messages, academic texts and some poems written by a colleague.¹⁹ William classifies three purposes for reading namely getting general information from the text, getting specific information from the text and for pleasure or for interest. Rivers and Temperly list some of the reasons that L2 students may need or want to read:

- 1) to obtain information for some purposes or because learners are curious about some topic.
- 2) to obtain instruction on how to perform some task for work or daily life.
- 3) to keep in touch with friends by correspondence or to understand business letters.
- 4) to know when or where something will take place or what is available.

5) to know what is happening or has happened (as reported in news papers)

6) for enjoyment or excitement.¹⁵

4. Kinds of Reading

In reference to 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 involves the detailed reading of texts with two goals of understanding the text and learning language features through a deliberate focus on these items. Intensive reading is appropriate for the higher level in reading because they have more experience in reading many of texts or books to find its specific point. The goal of intensive reading is to help students obtain detailed meaning from the text to enhance vocabulary and grammar knowledge.¹⁶

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

¹⁵ Muhammad Yusuf Mauludi, "The Effectiveness of Jigsaw Technique to Improve Students' reading ability in Narrative text," (Thesis SI Fakultas Tarbiyah Walisongo State Institute for Islamic Studies, 2011). p. 15-16

¹⁶I Gede Widnyiana Artha, "Improving Reading Comprehension Through Initiation-Response-Evaluating (IRE)," (Thesis S1 English Education Study Program Faculty of Teacher Training and Education, Mahasarawati Denpasar University Denpasar, 2014). p. 12

wider coverage compared with intensive reading. Extensive reading based on a range of theoretical and research literature, and then present the view that extensive reading can be seen as a language learning strategy which promotes learner autonomy. Second, I describe the role of extensive reading in relation to fluent reading in three areas: word recognition, vocabulary growth, and the L2 learner's background knowledge.¹⁷

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 them¹⁸. 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, guidances, tasks and facilities such as permanent or portable libraries of books.

3. Reading Aloud

Reading aloud to the teacher should be done individually or in small group. The reader then has the teacher's full Attention. Reading aloud from a book lets the teacher ask about meaning, what the pupil think of the book, how they are getting on with it, as well as smooth out

¹⁷ Ryoko de burgh-Hirabe, "Extensive Reading L2 Reading motivation in Japanese As a Foreign Language," (A case study of new zealand High School Student, 2011). p. 9

¹⁸ Haris, R. Karen, *Teaching reading Comprehension to students with Learning Difficulties* (New York: The Guilford Press, 2007). p. 139

any language difficulties which arise. High priority should be given to this kind of reading aloud, especially at the beginner stage for all ages. By the time pupils progress to level two, this kind of reading is not so necessary.¹⁹

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 thought of as reading round the class one by one, and although many children seem to enjoy it, this type of reading aloud is not to be recommended.²⁰

4. Silent Reading

Silent reading is a very important 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 able to read without any audible whisper. Silent reading is the most important type of reading. Silent reading should be introduced when the student has mastered the basic structure, comprehends the meaning of the words and can recognize and pronounce words accurately. Silent reading enables the students to read without making

¹⁹ Wendy A. Scott and Lisbeth H. Ytreberg, *Teaching English to children* (London New York: Longman Education texts, 2001). p. 58

²⁰ Wendy A. Scott and Lisbeth H. Ytreberg, *Teaching Reading to Children* (New York: Longman Education 2003). p. 57

sound and moving his lips. It helps him read with speed, ease and fluency. It aids comprehension and expands the student's vocabulary.²¹

When reading printed word, the reader not only pays attention the purpose of reading but also knows the kinds of eading, According to Mikulecky and Jettries that he differences kinds of reading skill, as following:

1. Reading for Pleasure

Reading for pleasure isthe reader read a text whatever they want. It could be fiction and nonfiction. This activity bring the reader enjoy and fun.Think about how much fun it is to read or listen to good story. Trories provide enjoyment for reader for readers of all ages.

2. Reading comprehension skill

Reading comprehension skillll is the activitywhen the reader brain, the text and the reader eyes can engage strongly to build a connection. Next, this condition makes the reader students about what they read and remebers about it.

3. Thingking skill.

In thingking skill, when the reader road on English text, they are forced to think English. Then, the reader must know the complexity of the text such as the length, English syntax and semantic or logic l conection.

²¹ Patel,Dr.M.F.& Praveen M.Jain, *English Language Teaching Methods, Tools & technique*,(Jaipur: Sunrises Publisher & Distributors, 2008). p. 123

4. Scanning

Scanning is making a quick overview of passage, looking for specific information. It commonly occurs when using telephone book, reading the classified ads, ordering from a menu.

5. Skimming

Skimming used the same approach, except that instead of concentrating on specific information, we are looking for the main idea or general gist of passage

6. Reading faster

By the reading faster, the reader will be sufficient and become more enjoyable.²²

B. Descriptive text

1. Descriptive Text

Descriptive text is the text to describe about thing, person, animals , place and so on. So descriptive text written to describe objects, people, animals and others that can be described. ²³Description of your on people usually display the person's identity as well as physical traits, character, dab activities. Description of animals usually about physical traits, residence, habits and favorite. While the description describes a layout / location, section, special features and interesting things from the venue.

2. purpose Descriptive Text

²² Beattice S. Mikuleky and Linda Jeffries, *Advancies reading power*, (new york: pearson Education, 2007). P. 1

²³ Irdanti, N. Y. *Bahasa Inggris KTSP untuk SMP/MTS*. Suara Media Sejahtera. Jl. Mataram Utama No. 15. (Banyuanyar, Surakarta:2006). p. 47

Descriptive text aims to describe and disclose or describe the characteristics of objects, people, animals, places and other-other. Descriptive text made without doing research in detail so I'll just write descriptive text stories based on what he saw and heard.

3. Generic Structure in the descriptive text

In writing the text of the description we must pay attention to the following points:

- a. Identification, is the part that introduces about what topics we will tell and introduce the players figure
- b. Description, the part that describe or disclose about the specific characteristics, nature, pleasure, his figures habits

4. Linguistic Characteristics in Descriptive text

- a. Using the simple present tense
- b. Using the adjective
- c. Use to be such as (am, is, are)
- d. Describe the specific object or character
- e. Using the language of interest²⁴

C. Small Group Discussion Technique

1. Definition of small discussion technique

Small group discussion is a technique for teaching. In this technique, the group is divided into small group that consist of maximum

²⁴ Irdanti, N. Y. *Bahasa Inggris KTSP untuk SMP/MTS*. Suara Media Sejahtera. Jl. Mataram Utama No. 15. (Banyuanyar, Surakarta:2006). p. 47

five students. 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.²⁵

Begin small group discussion by focusing students attention on specific language task that are represented in the curriculum. Give students structured interview guides that describe learning scenarios and ask students question about what they are due to complete the task. Students can share responses in their groups and discuss why they believe certain techniquess of strategies. This activity can also be done as warm-up at the begining of class, Present students with a single learning scenario that will have in class n ask them to share and discuss their strategies for copying with the situation.

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:

²⁵ Seravello, Jennifer, *Teaching Reading in Small Groups* (Portsmouth: Heinemann, 2010). p. 5

- It emphasizes active participation and interaction;
- It is usually run by a group leader or facilitator;
- It has a task, theme or goal;
- It help reach consensus or develop priorities;
- It gathers a range of ideas, opinions and concerns;
- It is applied to either planning or projet development.

1. Assessment of Reading Comprehension

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. Oneofthese is to compare students' comprehension levels to those of students in a forming sample.²⁶

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

²⁶ Klingner, Jannette k, *Teaching Reading Comprehension to Student with Learning Difficulties*,(New York: Guilford press, 2007). p.14

standardized tests and age related developmental milestones. Informal method and tools include use of flash cards and anecdotal record.²⁷

Assessment is a broad term convering 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.²⁸

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.

D. Teaching reading comprehension by small group Discusstion Tehcnique

A key point in understanding the nature of prolem based learning is to differentiate it from problem solving. In problem solving exercises the basic assumption is that the students have the knowledge and skills required to arrive at a solution (albeit that the application to a specific problem may further stretch them). In problem based learning the problem is the starting point that enables students to identify for themselves new areas for their learning.

²⁷ Caldwell JoAnne, *Reading assesment (A Primer for Teacher and Coaches)*,(The Guilford Press: New York,2008). p. 34

²⁸ H Douglas Brown, *Teaching By Principles An Intractive Approach to Language Pedagogy*,(second Edition, 2000). p. 415

For problem based learning to be effective, it is important that participants work together in a structured way. Initially, a problem designed by the faculty staff is reviewed by a group of students. Ideally, there should be no more than 10 members in the group, and they should select for themselves a student chair and scribe for the session. (The scribe will record the ideas generated by the group on a whiteboard or flipchart.) It is the task of the staff facilitator to ensure that the group works through the problem in a methodical way. A series of steps can be identified – that below is based on the Maastricht ‘seven jump’ model.

1. The teacher gave some question to the students to measure the students’ comprehension.
2. The students openly discuss the scenario and define the problem.
3. The group brainstorms possible explanations or hypotheses which fit with the events/problems they identified.
4. Teacher asked the students to comprehend what were there in the text individually for several minutes.
5. The researcher explained the procedure of Small Group Discussion technique strategy that would be applied in the process of teaching and learning material.
6. Teacher asked the students to open discussion with another groups where they can change their answer each other.

7. The students were asked by teacher based on topic that they have discussed. The students gave some rewards for some students with good performance.²⁹

E. Related Previous Studies

The researcher has some relevant previous reseaches that support, there are:

The first thesis entitled “ The implementation of Group Discussion Technique to Improve Reading Skill at the Eight grade Students of SMPN SawoPonorogo in the 2011/2012 Academic year”, By AfitaMulyaning Sari final project of English Education Departement Faculty of teacher Training and Education MuhammadiyahUviversity of Ponorogo. He did this study because he want t describe the used of The implementation of group discussion technique to improve reading skill. Beside, it was to find out significant difference of students’ achievement by using small group discussion technique.

The similar between her reseach and the researcher are on the reseach approach that is classroom action reseach, and method implementation of group discussion technique. The colecting the data that used reading test and observation. The previous reseacher also using group discussion technique, it is the same of reseacher. The difference on this previous reseacheris students reading comprehension the reseach that is reading skill.

The second thesis entitled,”The Effectiveness of using Small Group Intraction in the Teaching Reading Comprehension,”(Experimental Study at the sevent Grade oF SMP SunanBonangtangerang in academic year 2011, By

²⁹ Gibson Jonathan, *Small Group Teaching in English Literature: A Good Practice Guide*. (Royal Holloway, University of London,2010). p. 12

Umiyati, Departement of English Education Faculty of Tarbiyah and Teacher training SyarifHidayatullah State Islamic University Jakarta. He did this study was to investigate the small group Intraction in the Teaching Reading Comprehension, ton apply small group discussion technique to improve Students from asfect : attention, motivation, interest.

The semilar between her reseach and reseachers are on the reaseach approach that is using small group intraction. The differences n the previous reseacher is teaching reading comprehension while the reseach that is to improve student reading comprehension.

The third thesis entitle : the effectiveness of using small group discussion in teaching reading comprehension at the eight grade of SMP 1Wanadadi in academic year 2010/2011, by Anteng Ria A, Semarang State University on 2010. Her research was designed to know. Based on her research it can be concluded that the effectiveness of using small group discussion in teaching reading was very well because the students looked more active and enthusiastic in following the lesson.

Another important factor in small group discussion technique is selecting the appropriate content to be taught. An example of what to teach during small-group instruction can include guided reading activities using a book or other selected text. Integrating word study using high-frequency words into a guided reading lesson is often done in small groups³⁰.Based on

³⁰ Tara Wilson Diana Nabors Helen Berg Cindy Simpson and Kay Timme, *Small-Group Reading Intruction Lessons From the field*, (Kosanovich, Ladinsky, Nelson, & Torgesen, 2007). p. 33

his research it can be concluded small group discussion can improve the student's poetry comprehension.

Reading comprehension as the ability of understanding and interpreting information in a text correctly. Comprehension in reading becomes important because it makes the readers have understood what they read. In other words, their reading is not useless. small group discussion technique for teaching reading.

Based on those evidences, it can be concluded that small group discussion technique is a good technique in improving student's reading ability since it has been proven by some researchers that this technique can improve the students' reading comprehension. Regarding to the success of the application of small group discussion in the classroom conducted by some researcher, the researcher has an attention to use the technique in teaching reading in order to help the students of Madrasah Tsanawiyah Raudhatul 'ulum Way Jambu Lampung, in improving their reading comprehension, especially in class VIII 1.

F. Action Hypothesis

“By using small group discussion technique, the students' reading comprehension improve reading comprehension.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The present study made use classroom action research design (CAR) as a research design. Classroom action research is 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.³¹

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

B. Subject of the research

The subject of this study was the eight grade students of Madrasah Tsanawiyah Raudhatul 'ulum Way Jambu Lampung. This class consisted of 30 students which consisted of 13 male and 17 female. They were selected as

³¹Burns, Anne, *Doing Action Research in Language Teaching*. (New York: Routledge,2010). p. 5

subject of the study due to the initial observation indicated that their reading ability was needed to be improved through small group discussion technique.

C. Instrument

The selection and construction of appropriate, valid and reliable research instrument were very essential step of scientific investigation. This was due to the fact that merely the qualified instrument could result in the valid and reliable required data of the study being carried out. There were numbers of research instrument that were usually used by the researcher in conducting a research, test reading, and questionnaire.

a. Interview

The subjective answers were gathered to find out the students problem in responding toward the action or condition given. At the end of the cycles, interview is given to the students in order to get the subjects' responses toward what is being run. This is also used to support the reflections component. The Interview enable the researcher to estimate the frequency of activities occurred . the interview is prepared to find out the respond of the students that could not been only by looking at their behaviors during the action.

b. Observation

The researcher did an observation dealing with the real situation of the teaching and learning process. Observation is an activity which concern to research object by the sense. In conducting observation, the researcher used the observation scheme to make it more systematic

containing list of activity or happening which might happen. It needed for monitoring condition of class and students and to know students difficulty with material and method that used during teaching learning process.

In observation step, the researcher is helped by the teacher in observing what happen in the class during the lesson from opening until closing. In addition, the researcher also observes what is going on in the classroom and observes the effect of her teaching to improve students' reading ability.

c. test

There were two kinds of test to measure students' reading comprehension namely pre test and post test. Pre-test or initial reflection was intended to assess the pre-existing reading comprehension of the subjects which was administered in the first meeting before the researcher conducted the research by applying think pair share in the classroom. The post tests were administered in the end of each season. The function of administering post test was to evaluate the effectiveness of discussion technique in teaching reading comprehension. Pre-test and Post-test were in the form of multiple choice items which is consisted of 20 question of Pre-test and 5 question of Post-test. The expected answer were A, B, C, and D. Each correct answer have 1 point and incorrect answer got 0 point. The purpose of pre-test conducted is to find out initial condition of subject in reading comprehension. Mean while the post-test would reflect the effectiveness of using discussion technique when it is

applied in eight grade of MTs madrasah Raudhatul ‘Ulum Way Jambu Lampung in academic year 2016.

d. Documentation

The documentation was in form of photo while implementing of small group discussion technique using descriptive text. The purpose of this was to show the activities are done by the implemetation of small group discussion technique and learning process using descriptive text.

D. Technique for Collecting the Data

There were two kinds of data collection gathered in this study, there are quantitative and qualitative data. The quantitative data is showed the student’s abilities in reading skill in form of means score taken from pre-test and post-test in each cycle while the qualitative data was taken from the questionnaire. The process of collecting data is as follows: firstly, before the teaching was carried out, the researcher gave pre-test to the students in order to know their existing ability and find out the problem faced by students. The researcher administer post-test at the end of each session to find out the result of the action. Finally, the researcher gave questionnaire the students at the end of session in cycles. The data were collected by administrating the research instrument and obtained the data are analyzed in terms of their unity and coherence.

In this classroom action research. Action research is designed to uncover effective ways of dealing real world problems. Action research is not confined to a particular methodology or paradigm. The action research may

utilize qualitative or quantitative methodology or a mixture of both. The technique it self is as follows:

First, the technique of collecting the data by using qualitative method. Qualitative method consists of observation, fieldnotes and interview.

a. Reading test

There were two kinds of test to measure students' reading comprehension namely pre test and post test. Pre-test or initial reflection was intended to assess the pre-existing reading comprehension of the subjects which was administered in the first meeting before the researcher conducted the research by applying think pair share in the classroom. The post tests were administered in the end of each season. The function of administering post test was to evaluate the effectiveness of discussion technique in teaching reading comprehension. Pres-test and Post-test were in the form of multiple choice items which is consisted of 25 question. The expected answer were A, B, C, and D. Each correct answer have 1 point and incorrect answer got 0 point. The purpose of pre-test conducted is to find out initial condition of subject in reading comprehension. Mean while the post-test would reflect the effectiveness of using discussion technique when it is applied in eight grade of MTs madrasah Raudhatul 'Ulum Way Jambu Lampung in academic year 2016.

b. Observation

The researcher did an observation dealing with the real situation of the teaching and learning process. Observation is an activity which

concern to research object by the sense. In conducting observation, the researcher used the observation scheme to make it more systematic containing list of activity or happening which might happen. It needed for monitoring condition of class and students and to know students difficulty with material and method that used during teaching learning process.

In observation step, the researcher is helped by the teacher in observing what happen in the class during the lesson from opening until closing. In addition, the researcher also observes what is going on in the classroom and observes the effect of her teaching to improve students' reading ability.

c. Fieldnotes

Notes or field notes are descriptions and accounts of events in the research context which are written in relatively factual and objective style. The researcher made notes in each observation done. The researcher made notes to all activities during the lesson and also noted about the students' reaction and response to the learning.

d. Interview

The teacher conducted interviews from pre-research, in the process of action and at the end of the research. The researcher made interviews to the teacher and the students. In the pre-research, the researcher made interviews in order to know what problems both the teacher and the students faced especially in reading lesson. The interviews were given in

the process of the action and at the end of the research aimed to know how far the action influences the students' reading ability.³²

e. Documentation

The documentation was in form of photo while implementing of small group discussion technique using descriptive text. The purpose of this was to show the activities are done by the implemetation of small group discussion technique and learning process using descriptive text.

E. Prosedure in Teaching Reading Using small group discussion technique

In this step, the researcher applied the lesson plan. The following is the procedure of action 1.

a. Pre-teaching (5 minutes)

- ✓ Teacher greeted the students.
- ✓ Teacher checked the attendance.
- ✓ Teacher informed to the students about what they were going to learn.
- ✓ The researcher explained the procedure of Small Group Discussion technique strategy that would be applied in the process of teaching and learning material.
- ✓ Teacher gave some questions related to the material to activate students' background knowledge.

b. While-teaching (35 minutes)

³² Eko Yuniarti ,*Improving The Students' Reading Comprehension Through Know-Want- Learn Technique*,(Thesis S1,Departement of English Education Faculty of Language and Arts State University of Yogyakarta,2013),h.42-43

- ✓ The teacher explained about Item text briefly and gave a related example.
 - ✓ The teacher gave some questions to the students to measure the students' comprehension.
 - ✓ The teacher gave some items text.
 - ✓ Teacher asked the students to make some group that consist no more 10 students at minimal 4 students.
 - ✓ The students openly discuss the scenario and define the problem.
 - ✓ Teacher asked to students in group starts to discuss by identifying any terms with which they are unfamiliar.
 - ✓ Teacher asked the students to open discussion with another groups where they can change their answer each other.
 - ✓ The students even gave their opinion in the general discussion with another group
 - ✓ The students were asked by teacher based on topic that they have discussed
- c. Post-teaching (5 minutes)
- ✓ Teacher asked the students' difficulty in learning the material.
 - ✓ Teacher and students concluded the material.

Teacher gave feedback to the students.

F. Research Procedure

In research procedure, the researcher would conduct the research by steps are follow :

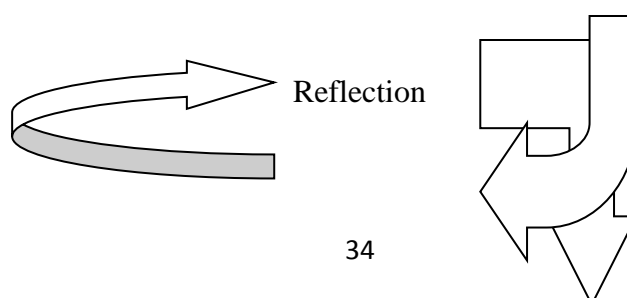
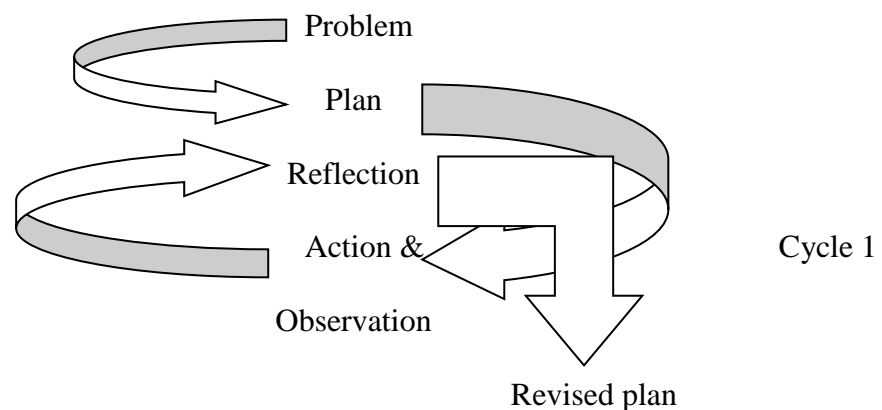
1. Pre-assessment

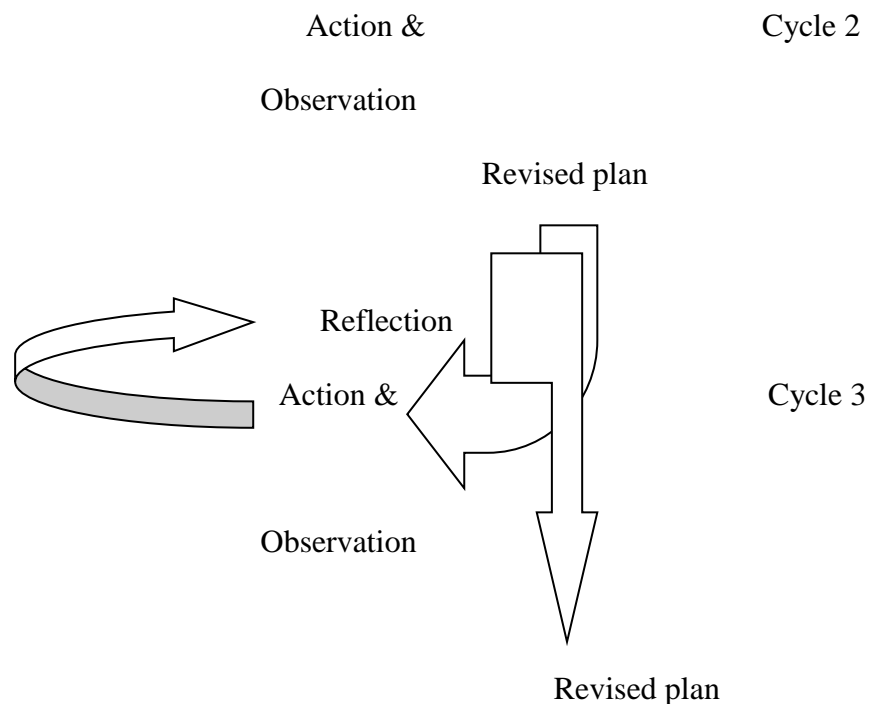
The students were given a pre-assessment to know the starting point of the students in reading comprehension before a treatment. It was given in the beginning of the lesson. After the students finished the pre-test, the researcher collected and analyzed the students worksheet's to know the students ability.

2. Cycles

According to Suhardjono consisted of four action, they are : planning, action, observation, and reflecting. The process of action research as below :

The Schema of Design Research





Based on Hopkins views (1993: 48) the model of Kemmis and McTaggart.

a) Cycle I

Cycle I was consist of four action were planning, implementation of action, observation, and reflecting

a. Planning

Planning refers to determining the steps of the action and instruments will be for collecting data. Before the present classroom action study can be successfully carried out, the researcher have to prepare instructional planning for all sessions. Because the result of the pre-test showed the students reading comprehension skill is very low, the researcher decided to do some treatments to the students to improve their reading comprehension. The planning is formulated as follows:

1. Preparing initial reflection. The initial reflection in reading comprehension for the subject was chiefly intended to measure the students initial achievement.
2. Designing the teaching scenarios of the present classroom action study. The researcher designed and planned four lesson plans or teaching scenarios because she designed three cycles with six sessions. The threelesson plans or teaching scenarios were used in cycle 1 and other two lesson plans were used in cycle 2 and cycle 3 respectively. The researcher tried her best to create classroom activities in such away in order to help the students under study to read the paragraph.
3. Constructing reflection at the end of each session on the basic of the topic which was taught at that time. The administration of the reflection is used to measure the extended of the subject' progress in reading comprehension.
4. The next activities were constructing questionnaires to the subjects under study. By the end of first cycle, the researcher also administers questionnaires to the subjects under study. The administration of the questionnaire is actually intended to measure quantitatively the changing learning behaviors of the subjects in improving their reading comprehension through small group discussion technique.

b. Implementation of Action

Implementation of action is activity that is design systematically in order that can improve the students passion in learning and teaching process, the activities in acting as do as in teaching procedures. The researcher needs to improve the students' reading with applying the lesson that used small group discussion technique.

c. Action

Action refers to what extent the researcher did in the classroom during the teaching of reading comprehension through small group discussion technique. Each of this study is related to what the researcher have planned in the lesson plan in the relation to improve the reading comprehension of the eighth grade students of Madrasah Tsanawiyah Raudhatul 'ulum Way Jambu Lampung. There were three main activities the researcher did as realization of the lesson plan stated in plan, those were: pre-activity, whilst activity and post activity.

The model of action research above is the framework in undertaking a classroom action research. The four steps can be expanded into six steps, namely: 1) identifying the problem, 2) planning the action, 3) implementing the action, 4) observing or monitoring the action, 5) reflecting the result of the observation, and 6) revising the pln for the following step. Those six steps form one cycle.

1. Identifying the problems

The writer tried to identify the problems by doing pre- observation in the school. The Pre- observation activities were interview with the teacher, interview with the students and pre – test. The problem refers to the students' reading ability in comprehending a text.

2. Planning the action

The writer prepares everything related to the action that will be implemented, that is she prepares the magazines, selects the suitable texts for the eighth grade students copies the text, makes the lesson plan and prepares the test. The writer plans to conduct three meetings in the first cycle and two meetings in the second cycle.

3. Implementing the action

The writer implements the teaching and learning activity in the classroom by using texts from magazines. In this case, the writer chooses the topic that is suitable to the reader's world, such as : music, sport, and film.

4. Observing/ monitoring the action

The writer observes all activities in the teaching and learning process while the technique of teaching reading by using discussion technique is being carried out.

5. Reflecting the result of the observation

The writer made an evaluation on all he has observed to find the weaknesses and the strengths of the teaching activities already carried

out. Beside that, the writer observed the students' progress during the teaching and learning process.

6. Revising the plan

Based on the result of the observtion and reflection, the writer revises the plan for the next cycle.

There are three characteristics of action research; firstly, it is carried out by practitioners rather than outside researcher; secondly, that is collaborative; and thirdly, it is aimed at changing things.³³

Suggests a number of common features which can be considered to characterized action research:

1. Action research is contextual, small-scale and localized- it identifies and investigates problems within a specific situation,
2. It is evaluatived and reflective as it aims to bring about change andimprovement in practice.
3. It is participatory as it provides for collaborative investigation by teams of colleagues, practitioners, and researchers.
4. Changes in practice are based on the collection of information or data which provides the impetus for change.³⁴

From the definition above, it can be summarized that action research is the syatematic study of efforts to overcome educational problems or to change

³³ Burns, Anne, *Doing Action Research in Language Teaching*, (New York: Routledge,2010). p. 10

³⁴ Burns, Anne, *Doing Action Research in Language Teaching*, (New York: Routledge,2010). p. 8

things related to educational problems for improvement. It is done by practitioners or teachers, or in collaboration of teacher and researcher by means of their own practical action and their own reflection upon the effect of those sections.

The implementation of the action research includes four steps. They are as follows:

- a. Identifying problems and planning the action
- b. Implementing the action and observing or monitoring the action
- c. Reflecting the result of the observation, and
- d. Revising the plan for the following step

Action research occurs through a dynamic and complementary process consisting of four essential moments of planning, action, observation, and reflection. These moments are the fundamental steps in a spiraling process.³⁵

Each moment will be explained as follows:

1. Moment of planning

It is a process to develop a plan of critically informed action in order to improve what is already happening.

2. Moment of action It is an act to implement the plan.

3. Moment of observation

It is a process of observing the effects of critically informed action in the context in which it occurs.

³⁵ Nur Hikmah Laila, *"Improving Student's Reading Ability By Using Printed Mass Media"*, (Thesis S1 English Departement Teacher Training and Education Faculty Sebelas Maret University Surakarta, 2009). p. 40

4. Moment of reflection It is reflecting process on these effects as the basis for furtherplanning; subsequent critically informed action and so on, through a succession of stages.

c. Observation

Observation is conducted by observing the teaching learning process during the treatment in order to know the effectiveness of the small group discussion technique and also whether the technique being applied is able to improve the students' reading ability. The researcher who acted as a teacher and an observer attracted the students' participation in reading activities. It is also mean to perceive, whether the subject had any positive changing behaviors, motivations and attitudes on the part of the subjects. Besides observation the researcher also gave the students questionnaires at the end of each cycle. The purpose of giving questionnaires is to get information about their responses toward the treatment given.

d. Reflecting

Reflection is the processing of the data from activity in each cycle from the score of students based on improving the students ability in reading text using guided reading strategy. To make a good reflection, all of experiences, knowledge, and learning theory comprehension were useful to decide what the researcher had to do in the next cycle. So, in each cycle the researcher had a good plan about what will be done and evaluated in the next cycle.

b) Cycle II

The step in cycle 2 were the formulation of the cycle I. In cycle 2, the activities were similar to those in cycle I, but there were some emphases due to the revised plans.

c).Cycle III

The step in cycle 3 were the formulation of the cycle 2. In cycle 3, the activities were similar to those in cycle 2, but there were some emphases due to the revised plans.

e. **Technique Analysis the Data**

The obtained data was showing changing learning behaviors through additional questionnaire data. The most valuable data required to answer the research questions under study is to collect data from pre-test and post-test of the subject under study and reading comprehension were the subject descriptively analyzed. The data is 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 is showing the subject progressing achievement in reading comprehension after they have been taught through small group discussion technique.

The percentage of students' score from the data calculation was consulted to interval of scale percentage as below (Pedoman IAIN Bengkulu 2006) :

Table 4.1 :
The interval of scale percentege of students' score

Interval	Qualification
80-100	Excellent
70-79	Very Good
60-69	Average
50-59	Poor
<49	Very Poor

According to sudjana in Hartiny Sam's, the formula below is used to find the students' comprehension in average score of the whole students is 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 studens' score

N = The number of students

The questionnaire score could be formulated as follow:

$$\text{Student score} = \frac{\text{Obtain score}}{\text{Maximum score}} \times 100$$

Data qualification of the student's achievement criteria of students' ability from the mean score, the researcher could evaluate whether or not

reading comprehension through small group discussion technique is effective to improve the student's reading comprehension in reading.

G. Indicator of succes

This Classroom Action Research will be success if Guided Reading Strategy theory can improve 70% students' reading comprehension in second year students of English reading comprehension of MTs Raudhatul 'Ulum Way Jambu Lampung in academic year 2015/2016. The KKM score is 75.

CHAPTER IV

RESULTS AND DISCUSSION

This chapter presented the result and discussion of the study. The result showed the students' scores on reading comprehension in Pre-assessment, Cycle I, Cycle II, and Cycle III. The result also included the description of observation sheet, interview, and survey which support the analysis data of students' score. It is also showed Small Group Discussion Technique can improve the students' comprehension on reading.

A. Result

Data for this research was collected from MTs Raudhatul 'Ulum Way Jambu Lampung in Academic Year 2015/2016. The sample of this research was consisted of 30 students on the second grade. The students were lack in comprehending English reading text. Their comprehension on reading was very low. Through this study, the researcher tried to improve students' comprehension on reading by small group discussion technique.

The improving of students' comprehension on reading was obtained by analyzed the comparison of percentages of students' reading comprehension achievement it self in every cycle, included pre-assessment, Cycle I, Cycle II and Cycle III. The result of data analyzed of pre-assessment and every cycle showed that there was improvement on students' score. It meant guided reading strategy can improve students' reading comprehension.

1. Pre-assessment

Before doing the action, the researcher observes teaching and learning process to know students' reading ability. After that, the researcher gives test to the students by giving them reading multiple choice. When students answer it, researcher and collaborator write students' reading ability. The students' reading score can be seen from the following figure:

Table 4. 1

The Distribution of Students' Reading in Pre-assessment

Interval	Qualification	Pre-assessment	
		Number of Students	Percentages
80-100	Excellent	0	0
70-79	Very good	2	6,6%
60-69	Average	9	30%
50-59	Poor	5	16,6%
0-49	Very Poor	14	46,6%

1. Excellent : 0 Students'
2. Very good :2 Students'
3. Average : 9 Students'
4. poor : 5 Students'
5. Very poor : 14 Students'

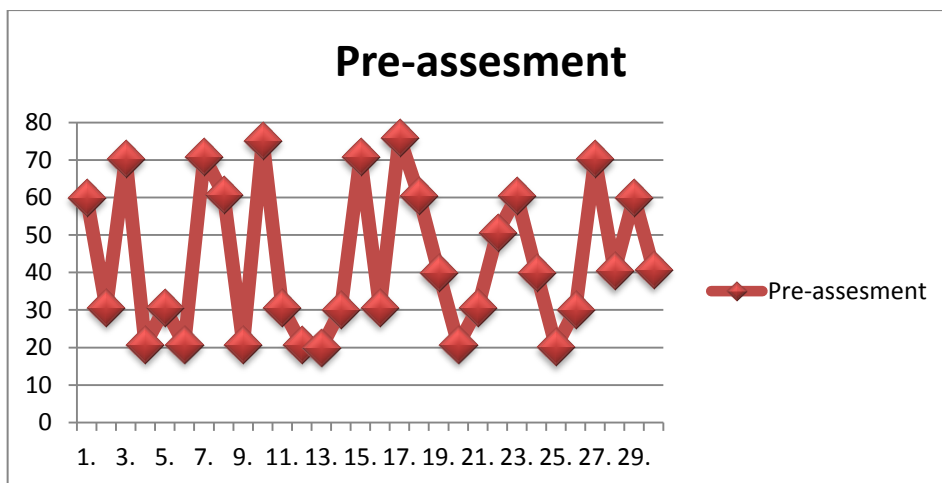
Percentage:

- 1. Excellent : 0 %
- 2. Very good : 6,6 %
- 3. Average : 30 %
- 4. Poor : 16,6 %
- 5. Very poor :46,6 %

Based on the table 4.1, the students' score on pre-assessment were very poor. There was 14 (46,6 %) students in very poor category, 5 (16,6 %) students in poor category, 9(30%), students in average category,2 (6,6%) students in very good category, and there were no students that have excellent English reading comprehension in pre-assessment.

Figure I

Students' Reading Score in Pre-Assessment



From the figure above, the researcher collect the data of students' reading ability into percentages. The percentages can be seen in the following table:

The data above shows that the score obtained by the students' in the classroom. There was no student who gets excellent score, 2 students are very good, 9 students are average, 5 students are poor and 14 students are very poor.

By knowing the percentages in pre- assessment, the researcher concludes that there are some factors causes the students' reading ability is categorized very poor. Because students has some problems such as difficult find main idea of the text, even the students can not find the meaning of difficult word. It became obstacle of students to answer those question because they are lack of vocabularies.

Based on the result above, researcher feels that it is needed to improve students' reading by applying an appropriate technique in order students' reading is better. Therefore, researcher chooses small group discussion technique. Then, researcher and collaborator prepare the action into cycle.

1. Cycle I

Cycle one was conducted by applying Small Group Discussion technique Strategy. This cycle was conducted in one meeting. The researcher applied the lesson plan in the classroom at 07.30 - 08.45 WIB at class MTs Raudhatul 'Ulum Way JambuLampung. The teaching and learning materials are attached in appendices. The researcher and the collaborators observed the students' activities in the classroom during teaching and learning process.

a. Planning

The researcher planned the actions in Cycle I by considering the problems that were discussed with the English teacher and the collaborator. As stated previously, small group discussion technique was used to solve the problems. By implementing small group discussion technique, the researcher and the English teacher believed that students' reading comprehension improve. Furthermore, it would increase students' motivation in practicing reading. The actions of Cycle I were carried out in three meetings. The researcher and collaborator, helped by the teacher, had planned the actions and materials of the meeting.

b. implementing

In this stage, the researcher applied small group discussion technique which had been taken to solve the problem. In doing action, the researcher divided the action in teaching reading into three steps. They were pre activities, while activites, and post activities. The implementation process can be seen as follow.

a. Pre-teaching

- ✓ Teacher greeted the students.
- ✓ Teacher checked the attendance.
- ✓ Teacher informed to the students about what they were going to learn.

- ✓ The researcher explained the procedure of Small Group Discussion technique strategy that would be applied in the process of teaching and learning material.
- ✓ Teacher gave some questions related to the material to activate students' background knowledge.

b. While-teaching

- ✓ The teacher explained about Item text briefly and gave a related example.
- ✓ The teacher gave some questions to the students to measure the students' comprehension.
- ✓ The teacher gave some items text.
- ✓ Teacher asked the students to make some group that consist no more 10 students at minimal 4 students.
- ✓ The students openly discuss the scenario and define the problem.
- ✓ Teacher asked to students in group starts to discuss by identifying any terms with which they are unfamiliar.
- ✓ Teacher asked the students to open discussion with another groups where they can change their answer each other.
- ✓ The students even gave their opinion in the general discussion with another group
- ✓ The students were asked by teacher based on topic that they have discussed

c. Post-teaching

- ✓ Teacher asked the students' difficulty in learning the material.
- ✓ Teacher and students concluded the material.
- ✓ Teacher gave feedback to the students.

c. Observing

The observation was done by researcher and the collaborators. The data of observation was collected by recording students' activities in the classroom. All of data and information needed were collected along the implementation of cycle 1. In observation, the implementation of small group discussion technique strategy gave chance for the students to practice their reading skills, especially to make them easy answer reading test.

Actually, the students had several chances to learn a reading text. First, when they can choose the topic that provided by teacher. Second they can discuss in group with their friends to make them easy finding the answer. Third even the students can ask to another students to confirm the correct answer.

Unfortunately, in fact the students did not do it correctly because they are still afraid to ask and discuss with another friends. It is because students need more practice and motivation from their teacher. Consequently, the indicator of success in teaching learning process has not been reached yet.

d. Reflecting

From the action of 1, researcher and collaborator feel that small group discussion technique is still low to improve students' reading ability. The researcher give some step to improve student reading ability. First, when they can choose the topic that provided by teacher. Second they can discuss in group with their friends to make them easy finding the answer. Third even the students can ask to another students to confirm the correct answer. It can be seen from the following figure below:

Table 4.2

The Distribution of Students' Reading in Cycle I

Interval	Qualification	Pre-assessment	
		Number of Students	Percentages
80-100	Excellent	0	0
70-79	Very good	2	6,6%
60-69	Average	7	23,3%
50-59	Poor	17	56,6%
0-49	Very Poor	4	13,3%

1. Excellent : 0 Students'
2. Very good : 2 Students'
3. Average : 7 Students'
4. poor : 17 Students'
5. Very poor : 4 Students'

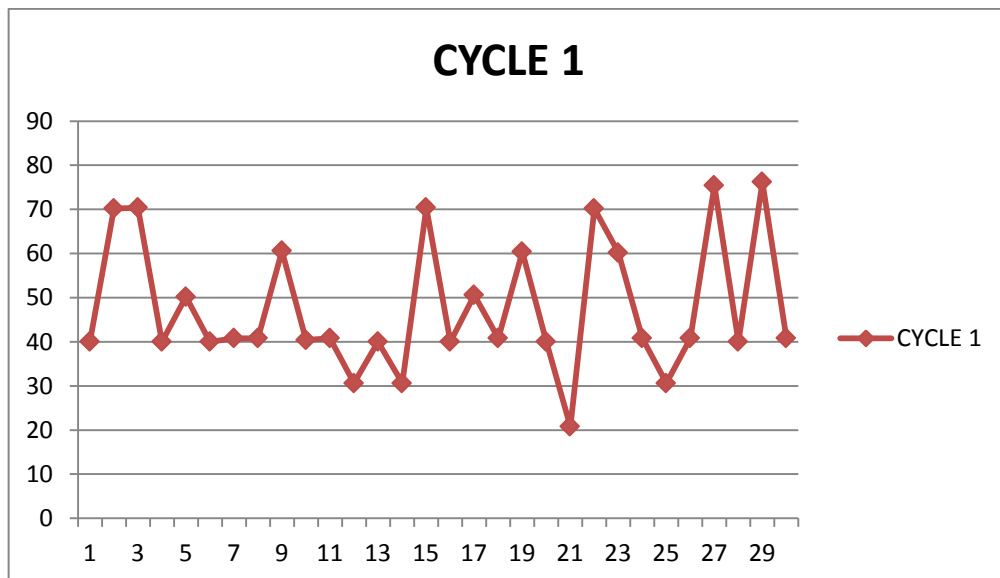
Percentage:

- 1. Excellent : 0 %
- 2. Very good : 6,6 %
- 3. Average : 23,3 %
- 4. Poor : 56,6 %
- 5. Very poor :13,3 %

Based on the table 4.2, the students' score on cycle I were still low. There was 4 (13,3%) students were in very poor category, 17 (56,6%) students were in poor category, 7 (23,37%) students were in average category, students 2 (6,6%) student in very good category, and (0%) student in excellent category.

Figure II

Students' Reading Score in Cycle I



From the figure above, the researcher collect the students' reading score into percentages. It can be seen from the following table:

From the table above, we can see that there is improvement in students' reading ability. The data shows that 0% of students are excellent categories, 6,6% are very good, 23,3% are average categories, 56,6%% are poor categories and 13.3% are very poor.

Based on the evaluation and reflection, researcher and collaborator conclude that there is improvement in students' reading ability. However, researcher feels that it is important to increase students' reading because indicator of success has not been reached yet because some of students are still lack of vocabularies, lack of practice, and they are not active enough. Therefore, researcher and collaborator need to do action again.

2. Cycle 2

Based on the result of cycle one, the researcher found some points that should be repaired and improved, so the researcher conducted the next cycle. In cycle two, the researcher still applied Small Group Discussion technique Strategy to improve students reading ability. Cycle two was conducted in one meeting. The researcher applied the lesson plan in the classroom at 07.30 - 08.45 WIB at the eighth grade students of Madrasah Tsanawiyah Raudhatul 'ulum Way Jambu Lampung. In this section, the teachers guided the students to make an outline of the text. It

would help the students to build their thinking framework. Besides, the teacher also would help the students to improve their reading.

a. Planning

After seeing the result cycle I, the researcher and collaborator prepare everything that would be used in reading teaching learning. In this case, the researcher and collaborator prepare lesson plan and media.

b. Implementing

In this stage, the researcher applied small group discussion technique which had been taken to solve the problem. In doing action, the researcher divided the action in teaching reading into three steps. They were pre activities, while activities, and post activities. The implementation process can be seen as follow.

a. Pre-teaching

- ✓ Teacher greeted the students.
- ✓ Teacher checked the attendance.
- ✓ Teacher informed to the students about what they were going to learn.
- ✓ Teacher gave some questions related to the material to activate students' background knowledge.

b. While-teaching

- ✓ The teacher explained about the material briefly.

- ✓ The teacher gave some questions to the students to measure the students' comprehension.
- ✓ The teacher gave item text to every single students in the class
- ✓ Teacher asked the students to comprehend what were there in the text individually for several minutes.
- ✓ Teacher asked the students to make some group that consist no more 10 students at minimal 4 students.
- ✓ The researcher explained the procedure of Small Group Discussion technique strategy that would be applied in the process of teaching and learning material.
- ✓ The students openly discuss the scenario and define the problem.
- ✓ Teacher asked to students in group starts to discuss by identifying any terms with which they are unfamiliar.
- ✓ Teacher asked the students to open discussion with another groups where they can change their answer each other.
- ✓ The students were asked by teacher based on topic that they have discussed
- ✓ The students gave some rewards for some students with good performance.

c. Post-teaching

- ✓ Teacher asked the students' difficulty in learning the material.
- ✓ Teacher and students concluded the material.
- ✓ Teacher gave feedback to the students.

c. Observing

As the first cycle, the observation was done by the researcher and the collaborators. The data of observation was collected by recording students' activities in the classroom. All of data and information needed were collected along the implementation of cycle 2. In observation, the implementation of Small Group Discussion technique gave chances for the students to practice their reading skills.

Based on the second cycle, there were some problems faced. First, there were some students who did not want to practice in pair and group seriously. They chose to practice by their own self. Second, the students feel shame to ask their another friend, it is because they feel afraid to do a mistake. The last problem was the result of cycle two was worse than the previous cycle. The researcher needed to discuss more to the collaborators.

d. Reflecting

From the action cycle II, researcher and collaborator feel that small group discussion technique to improve students' reading ability have special treatment is the students to open discussion with another groups

where they can change their answer each other from the result of discussion and then the teacher asked best answer from the topic they have discussed, gave some rewards for some students with good performance.

The students' score on cycle II were better than cycle I. There was improvement on the mean score of cycle I (47,81) to cycle II (60,66). The improvement scores can be seen as follow :

Table 4.3
The Distribution of Students' Reading in Cycle II

Interval	Qualification	Pre-assessment	
		Number of Students	Percentages
8-100	Excellent	0	0
70-79	Very good	4	13,3%
60-69	Average	20	66,6%
50-59	Poor	6	20%
0-49	Very Poor	0	0

1. Excellent : 0 Students'
2. Very good :4 Students'
3. Average : 20 Students'
4. poor : 6 Students'
5. Very poor : 4 Students'

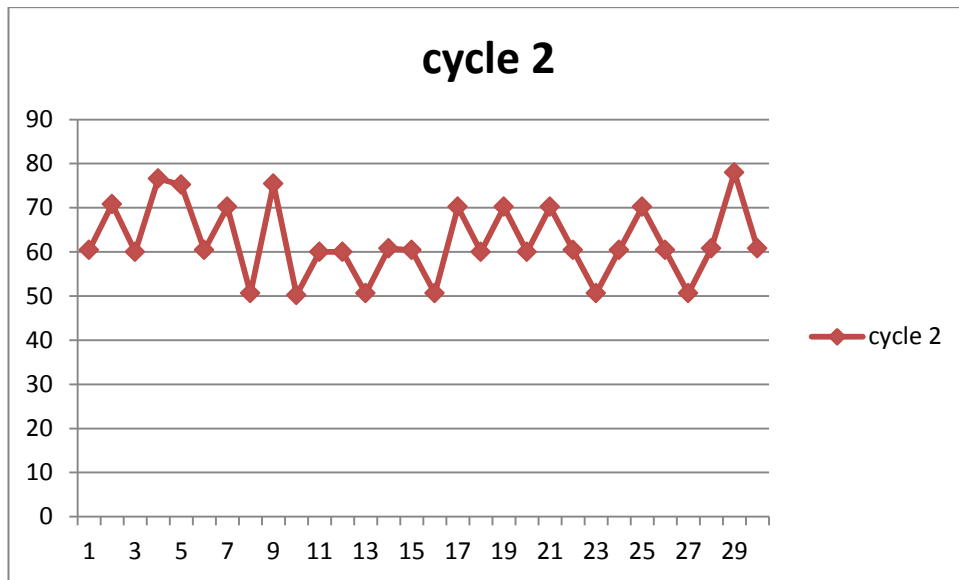
Percentage:

1. Excellent : 0 %
2. Very good : 13,3 %
3. Average : 66,6 %

4. Poor : 20 %

5. Very poor : 0 %

Figure III
Students' Reading Score in Cycle II



From the figure above, the researcher collect the students' reading score into percentages. It can be seen from the following table:

From the table above, it can be seen that students' reading increase in reading teaching activity. It shows that 0% of student total numbers are categories excellent, 13,3% are very good, 66,6% are average, 20% are poor and 0% are very poor categories.

From the data above, researcher feels that the indicator of success has not been reached yet because there are some problems in reading teaching activity. That is why, researcher and collaborator think

that it is important to overcome the problem in order for an indicator of success to be reached. It still indicated that there was a problem in cycle two that should be solved in the next cycle.

3. Cycle III

Based on the result of cycle two, the researcher found some points that should be repaired and improved, so the researcher conducted the next cycle. In cycle three, the researcher still applied Small Group Discussion technique Strategy to improve students' reading ability. Cycle three was conducted in one meeting. The researcher applied the lesson plan in the classroom at 07.30 - 08.45 WIB at the eighth grade students of MTs Raudhatul 'Ulum Way Jambu Lampung. In this section, the teachers guided the students to make an outline of the text, the teacher also would help the students to improve their reading.

a. planning

In this stage, the researcher identified the problem which appeared in teaching and learning process and found out an alternative way to solve the problems. Based on the students' score in cycle II, it showed some students' ability on reading comprehension was still low. It was about 20% of the students were on poor category. It was assumed the teacher needed to be more creative in applying small group discussion technique to improve the students' motivation and comprehension in learning reading. The researcher also designed the teaching material more interesting and appropriate by using small group discussion technique.

b. Implementing

In this stage, the researcher applied small group discussion technique which had been taken to solve the problem. In doing action, the researcher divided the action in teaching reading into three steps. They were pre activities, while activities, and post activities. The implementation process can be seen as follow:

a. Pre-teaching

- ✓ Teacher greeted the students.
- ✓ Teacher checked the attendance.
- ✓ Teacher informed to the students about what they were going to learn.
- ✓ Teacher gave some questions related to the material to activate students' background knowledge.

b. While-teaching

- ✓ The teacher explained about the material briefly.
- ✓ The teacher gave some questions to the students to measure the students' comprehension.
- ✓ The teacher gave item text to every single students in the class
- ✓ Teacher asked the students to comprehend what were there in the text individually for several minutes.
- ✓ Teacher asked the students to make some group that consist no more 10 students at minimal 4 students.

- ✓ The researcher explained the procedure of Small Group Discussion technique strategy that would be applied in the process of teaching and learning material.
- ✓ The students openly discuss the scenario and define the problem.
- ✓ Teacher asked to students in group starts to discuss by identifying any terms with which they are unfamiliar.
- ✓ Teacher asked the students to open discussion with another groups where they can change their answer each other.
- ✓ The students were asked by teacher based on topic that they have discussed
- ✓ The students gave some rewards for some students with good performance.

c. Post-teaching

- ✓ Teacher asked the students' difficulty in learning the material.
- ✓ Teacher and students concluded the material.
- ✓ Teacher gave feedback to the students.

c. Observing

In this stage, the researcher was helped by the colaborator to observe the teaching and learning process. All data from observation stage in cycle III was also collected by using observation checklist. Furthermore, the result of observation checklist of students' in cycle III was good categories; the students' attitude during the learning process and the teachers' performance were improved.

Based on the result observation there were some improvement of students' in teaching and learning process in the classroom. The first, based on the observation checklist of students' activity, the students' preparation of small group discussion technique was checked "yes" category. Most of the students showed that well preparation both in facing the learning process and in preparing all the things needed in learning activity.

Second, students' interests toward small group discussion technique and toward the material given were good enough. The students' attention toward the explanation of descriptive text was checked "yes". They were more interested and gave positive feedback to the explanation about small group discussion technique. Some students were brave to share their knowledge or asked something about the material and the technique used.

Third, the observation about the students' attitude toward small group discussion technique. The first step was about sitting in their group. In this step, the students' attitude was good. They directly sat with their groups when the researcher asked them to sit in their group. The result of cycle III showed that there was significant improvement from cycle I to cycle II to cycle III.

d. Reflecting

Based on the result of reading comprehension test in cycle I, cycle II and cycle III, the researcher concluded that there were some

improvement, and also based on the result of observation checklist , interview and fieldnotes, both the good attitudes and create spirit students' during the teaching learning process.

The students' score on cycle II were better than cycle I. There was improvement on the mean score of cycle II (60,66) to cycle III (77,74). The improvement scores can be seen as follow :

Table 4.4
The Distribution of Students' Reading in Cycle III

Interval	Qualification	Pre-assessment	
		Number of Students	Percentages
80-100	Excellent	2	6.6%
70-79	Very good	18	60%
60-69	Average	10	33,3%
50-59	Poor	0	0
0-49	Very Poor	0	0

1. Excellent : 2 Students'
2. Very good :18 Students'
3. Average : 10 Students'
4. poor : 0 Students'
5. Very poor : 0 Students'

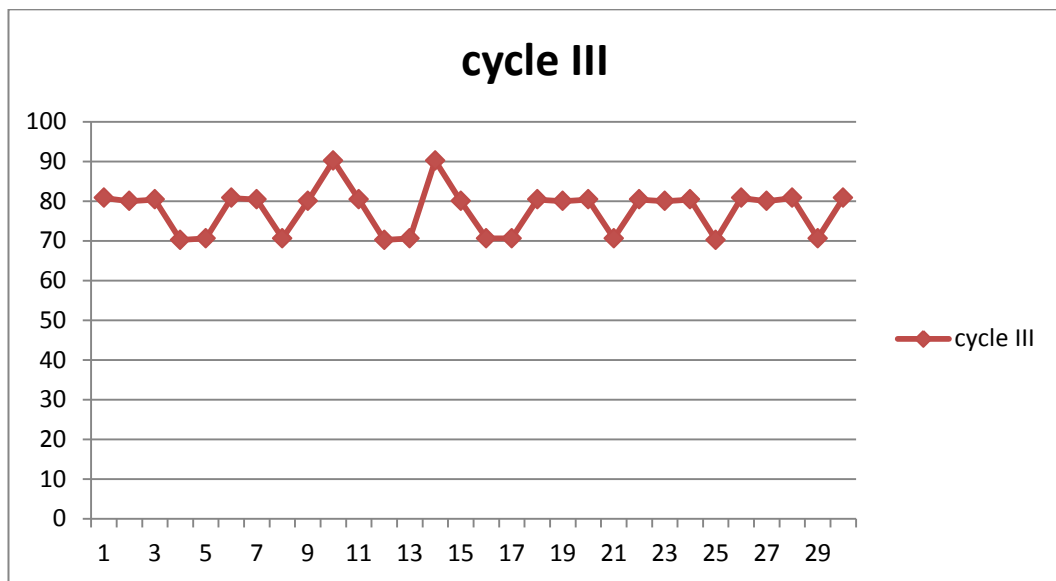
Percentage:

1. Excellent : 6,6 %
2. Very good : 60 %
3. Average : 33,3 %

4. Poor : 0 %

5. Very poor : 0 %

Figure IV
Students' Reading Score in Cycle III



From the figure above, the researcher collect the students' reading score into percentages. It can be seen from the following table:

From table above, it can be concluded that any progresses on students' reading. It show that 6,6% students who are excellent categories, 60% are very good, 33,33% are average, 0% are poor and 0% is very poor.

From the result above, the researcher and collaborator conclude that the indicator of teaching reading in learning has been reached. Therefore, the researcher decide to stop the action.

B. Data Analysis

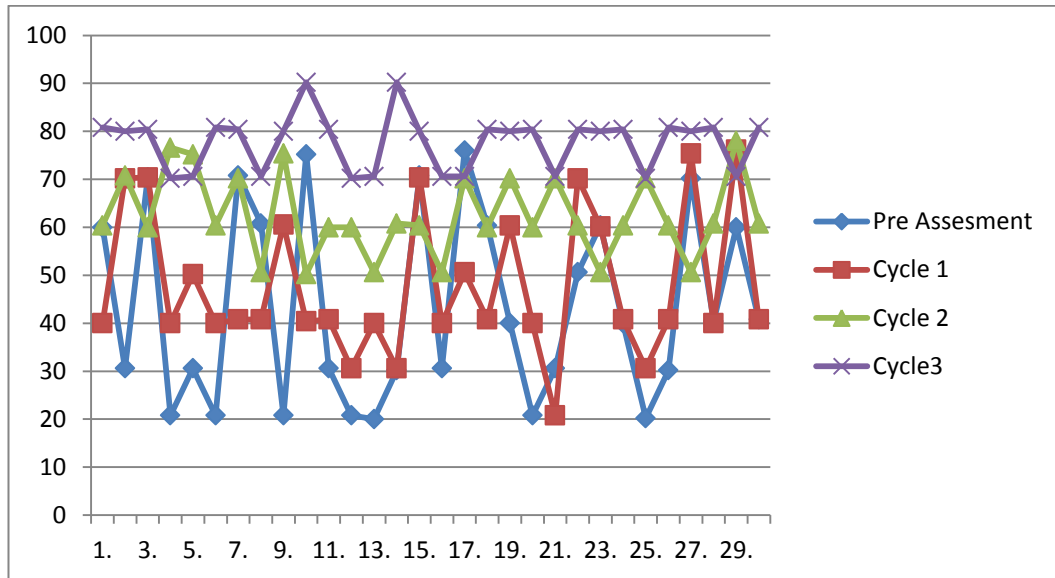
The data is analyzed by observing and evaluating the students' reading ability result in pre-assessment, cycle I, cycle II, and cycle III. We can see every single cycle has progress, it means the researcher is success in applying the small group discussion technique to improve students reading ability. It can be seen and compared in the following figure:

Table 4.5

The Comparison of Students' reading comprehension in pre-assessment, Cycle I, Cycle II, and Cycle III

Score Interval	Category	Pre-Assessment		Cycle I		Cycle II		Cycle III	
		F	P	F	P	F	P	F	P
80-100	Excellent	0	0%	0	0%	0	0%	2	6,6 %
70-79	Very Good	2	6,6%	2	6,6%	4	13,3%	18	60%
60-69	Average	9	30%	7	23,3%	20	66,6%	10	33,3 %
50-59	Poor	5	16,6%	17	56,6%	6	20%	0	0%
< 49	Very Poor	14	46,6%	4	13,3%	0	0%	0	0%

The Comparison of Students' Reading Score Among



Pre-assessment, Cycle I, Cycle II, Cycle and cycle III

From the figure above, the researcher collects the students' reading ability into percentages. The percentages can be seen from the following table

C. Discussion

The actions were implemented in three cycles. Based on the reflections of each cycle, the research findings could be described as follows. First, small group discussion technique improved students' motivation in learning reading. Having been able to complete the tasks which started from easy to difficult and the practices which went from guided, to less-guided, and to independent practices had given them a sense of accomplishment. The activities which promoted classroom interactions, dialogues between the researcher and the students, as well as discussions among the students themselves, had given them an opportunity to

ask and share anything related to the lessons. These improved students' willingness in learning reading, as they did not feel forced and felt at ease while learning³⁶.

Then, the reading strategies taught in small group discussion technique had helped the students in comprehending texts. In the beginning of the research, they claimed the reason why they could not understand texts was mostly because they could not focus while reading, i.e. they were not aware of what they had read. However, after having been taught using small group discussion technique, they did not find such a problem occurring as frequently as previously. This was because they had mastered the strategies of reading which led them to know what to expect from the texts which they were reading. Therefore, they could be more focused while reading.

³⁶Nelly Fernandez de Morgado. Extensive Reading: Students' Performance and Perception. (The reading matrix. Universidad Simón Bolívar,2009).h.1

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on analysis in previous chapter, the researcher found that small group discussion technique was effective in improving students reading comprehension. Small group discussion technique made the students interested in learning English, especially for reading material. The students felt enjoyable, and become enthusiast with material given, and the students were more interest to learn the English lesson. They were easier to comprehend the text. It can be seen from pre-assesment and tree cycle. It was proved by 43,15 of student reading comprehension mean score result in cycle 1 by 47,81 in cycle 2 by 60,6 reading comprehension mean score result in cycle 2 which increased into 77,74 in cycle 3 . It means that small group discussion technique was suitable to be applied for the students very well in reading comprehension and it could be applied when teach in classroom.

B. Suggestion

Based on the conclusion above, the researcher would like to propose some suggestion as follow :

1. Small group discussion technique is actually one of the alternatives way to teach reading in the classroom because it can build the enthusiast, interest and made learning English running well. So, the teacher should create good situation, and good condition in classroom.

2. It is better for the teachers who teach English, especially teaching reading to pay attention to the problems that are faced by the students in learning. The teacher must solve the problem by using the appropriate and effective technique in teaching and learning process. Teaching reading through small group discussion technique can be an alternative choice to solve the problems of student in learning.
3. Variety in teaching reading, such small group discussion technique is needed to support the purpose of teaching reading. The further research is needed, in order to improve the research finding such as “how to manage the reading for pleasure and interest for the teaching reading purpose, and how to prepare the materials for classroom activities”.

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**THE RESULT OF THE STUDENTS' READING COMPREHENSION
IN PRE-ASESSMENT**

Nama siswa	Pre-assesment
Eka safitri	60
Hadi yusri	30,6
Hidayah istiqomah	70,6
Iwan irawan	20,8
Josan renaldi	30,6
Julian anggara	20,8
Maharani	70,6
Meri okta	60,8
Novita sari	20,8
Nur handayani	70,2
Padilah siti rohmah	30,6
Paisal purnama	20,8
Pera wati	20
Ratna juwita	30,2
Rahma yulis	70,6
Ratna sari	30,6
Rosi diana	70,6
Saipul anwar	60,4
Septi wahyuni	40
Sri rohmatun	20,8
Susi purnama sari	30,6
Wiwin saputri	50,6
Yusuf efendi	60,4
Reni saputri	40
Suaagus aluda	20,8
Vera wati	30,2
Rinara	70,2
Ika yusnia	40,4
Ilham	60
Selvi witia	40,8
Hight score	70,8
Low score	20
Mean	43,15

**THE RESULT OF STUDENTS' READING COMPREHENSION
IN CYCLE I**

Nama siswa	Cycle-1
Eka safitri	40
Hadi yusri	70,2
Hidayah istiqomah	70,6
Iwan irawan	40
Josan renaldi	50,2
Julian anggara	40
Maharani	40,8
Meri okta	40,8
Novita sari	60,8
Nur handayani	40,4
Padilah siti rohmah	40,8
Paisal purnama	30,6
Pera wati	40
Ratna juwita	30,6
Rahma yulis	70,6
Ratna sari	40
Rosi diana	50,6
Saipul anwar	40,8
Septi wahyuni	60,4
Sri rohmatun	40
Susi purnama sari	20,8
Wiwin saputri	70,2
Yusuf efendi	60,4
Reni safutri	40,8
Subagus aluda	30,6
Vera wati	40,8
Rinara	75,4
Ika yusnia	40
Ilham	76,2
Selvi witia	40,8
Hight score	76,2
Iow score	20,8
Mean	47,81

**THE RESULT OF STUDENTS' READING COMPREHENSION
IN CYCLE II**

Nama siswa	Cycle-II
Eka safitri	60,4
Hadi yusri	70,6
Hidayah istiqomah	60,8
Iwan irawan	76,6
Josan renaldi	75,2
Julian anggara	60,4
Maharani	70,2
Meri okta	50,6
Novita sari	75,4
Nur handayani	50,2
Padilah siti rohmah	60
Paisal purnama	60
Pera wati	50,6
Ratna juwita	60,8
Rahma yulis	60,4
Ratna sari	50,6
Rosi diana	70,2
Saipul anwar	60
Septi wahyuni	70,2
Sri rohmatun	60
Susi purnama sari	70,2
Wiwin saputri	60,4
Yusuf efendi	50,6
Reni safutri	60,4
Subagus aluda	70,2
Vera wati	60,4
Rinara	50,6
Ika yusnia	60,8
Ilham	70,8
Selvi witia	60,8
Hight score	76,6
Iow score	50,2
Mean	60,26

**THE RESULT OF STUDENTS' READING COMPREHENSION
IN CYCLE III**

Nama siswa	Cycle-III
Eka safitri	80,8
Hadi yusri	80
Hidayah istiqomah	80,4
Iwan irawan	70,2
Josan renaldi	70,6
Julian anggara	80,8
Maharani	80,4
Meri okta	70,6
Novita sari	80
Nur handayani	90,2
Padilah siti rohmah	80,4
Paisal purnama	70,2
Pera wati	70,6
Ratna juwita	90,2
Rahma yulis	80
Ratna sari	70,6
Rosi diana	70,6
Saipul anwar	80,4
Septi wahyuni	80
Sri rohmatun	80,4
Susi purnama sari	70,6
Wiwin saputri	80,4
Yusuf efendi	80
Reni safutri	80,4
Subagus aluda	70,2
Vera wati	80,8
Rinara	80
Ika yusnia	80,8
Ilham	70,6
Selvi witia	80,8
Hight score	90,2
Low score	70,2
Mean	77,74

RELIABILITY

/VARIABLES=Number score1 score2 score3 score4 score5 score6 score7 score8 score9 score10 score11 score12 score13 score14 score15 score16 score17 score18 score19 score20 score21 score22 score23 score24 score25
/SCALE('ALL VARIABLES') ALL
/MODEL=ALPHA
/SUMMARY=TOTAL.

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	28	100.0
	Excluded ^a	0	.0
	Total	28	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.646	36

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Number	16.5357	11.665	.213	.091
Score1	30.2857	88.286	.340	.119
Score2	30.5000	91.370	-.034	.150
Score3	30.4286	88.624	.259	.123
Score4	30.3214	91.708	.471	.153
Score5	30.6786	86.745	.474	.103
Score6	30.6786	89.041	.219	.127
Score7	30.6429	89.201	.197	.129
Score8	30.4643	98.480	.744	.214
Score9	30.5357	88.851	.228	.125
Score10	30.5714	90.624	.043	.143

Score11	30.4643	89.665	.144	.133
Score12	30.4643	86.999	.430	.106
Score13	30.5714	96.106	-.509	.194
Score14	30.3571	89.349	.191	.130
Score15	30.5714	93.661	.567	.172
Score16	30.5000	88.852	.228	.125
Score17	30.3214	94.597	.687	.216
Score18	30.6071	93.210	.623	.168
Score19	30.5714	91.958	.595	.156
Score20	30.4286	92.032	-.103	.156
Score21	30.5714	89.217	.190	.129
Score22	30.6429	87.423	.390	.110
Score23	30.6786	90.819	.026	.145
Score24	30.7500	89.528	.179	.132
Score25	30.7143	90.138	.103	.138

ANALYSIS OF PRE-ASSESSMENT TEST
 MTS RAUDHATUL 'ULUM WAY JAMBU LAMPUNG
 TAHUN AJARAN 2015/2016
 KELAS VIII.A

No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
Students1	0	1	0	0	0	0	0	1	0	0	0	0	1	1	1	1	1	1	1	1	1	0	0	0	0	0
Students2	0	1	1	1	0	0	0	1	0	1	1	0	1	0	1	1	0	0	1	0	1	0	1	0	0	0
Students3	1	1	1	1	0	0	0	1	0	0	0	0	1	1	1	1	1	0	0	1	1	0	0	0	0	0
Students4	0	0	0	1	0	0	0	1	1	0	0	1	1	0	0	0	0	0	1	1	0	0	1	0	0	0
Students5	0	0	0	0	0	0	1	1	0	1	0	0	1	1	1	0	0	0	0	0	0	0	0	0	1	1
Students6	1	0	0	0	0	1	1	1	0	0	0	0	1	1	0	0	0	1	0	1	1	0	1	1	0	0
Students7	1	1	1	1	1	0	0	1	0	0	1	0	0	0	1	1	0	1	1	0	0	1	0	0	0	0
Students8	1	0	1	1	0	0	0	1	1	1	1	0	1	0	1	1	0	1	0	1	0	0	1	0	0	0
Students9	1	1	1	1	0	0	0	1	1	1	1	1	0	0	0	0	0	0	1	1	0	0	0	0	0	1
Students10	1	0	0	1	0	1	0	1	1	1	0	0	1	0	1	1	0	1	1	0	1	0	0	0	0	1
Students11	0	0	0	1	0	0	1	1	0	0	1	0	0	1	0	0	0	1	0	1	1	1	1	0	1	0
Students12	1	1	1	1	0	0	1	1	0	1	1	1	1	1	0	0	1	0	0	1	0	0	0	1	0	0
Students13	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	0	0	1

Students14	1	1	1	1	1	1	0	0	0	1	0	0	0	1	0	0	1	1	1	1	0	1	0	0	0
Students15	1	1	0	1	0	1	0	1	0	0	1	1	0	0	1	0	1	1	0	0	1	0	0	0	0
Students16	1	1	1	1	0	0	1	1	0	0	0	1	0	1	1	0	0	1	0	1	0	1	0	1	1
Students17	1	1	1	1	0	0	0	0	1	0	1	0	1	1	0	0	0	0	1	1	0	1	1	0	1
Students18	1	0	1	1	1	0	0	0	1	0	1	1	0	1	0	0	1	0	0	0	0	0	1	0	0
Students19	1	1	1	1	0	1	0	0	1	0	1	1	0	1	1	1	0	0	0	0	1	0	0	1	1
Students20	1	1	1	1	0	1	0	0	1	0	1	0	0	1	0	1	0	0	0	1	0	1	1	0	1
Students21	1	0	1	0	1	1	0	1	1	1	0	1	0	1	0	1	0	0	1	0	0	1	1	0	1
Students22	1	0	1	1	1	0	0	0	1	1	1	1	0	1	0	0	1	0	0	1	1	1	1	1	0
Students23	1	1	0	1	0	0	1	0	0	1	0	1	1	1	0	1	0	0	1	1	0	0	0	0	0
Students24	1	1	1	1	1	1	1	0	0	0	1	1	0	1	1	1	1	0	1	1	0	1	1	0	0
Students25	1	1	0	0	1	1	1	0	0	0	1	1	0	1	0	0	0	0	1	0	1	0	0	1	0
Students26	1	0	0	0	1	0	1	0	1	0	1	0	1	1	1	1	1	0	0	0	1	1	1	0	1
Students27	0	0	1	1	1	0	0	0	1	0	0	1	0	0	0	1	1	1	0	1	1	0	1	0	1
Students28	0	0	1	0	0	0	1	0	1	0	0	1	0	0	0	1	0	1	1	0	0	1	0	1	0

Teacher Observation Checklist (cycle 1)

School : Madrasah Tsanawiyah Raudhatul ‘ulum

Class : VIII

Reseacher : Anrizan

Observer : Suherman Gunawan, S.Pd.I

No	Teachers' observeb activity	Yes	No	Note
1.	The teacher to delivered the material will be think			
	- The teacher greet and prepare the students to learn.			
	- The teacher to give apperception and ask the students to predict the material that is learned			
	- The teacher explain about advantages of small group discussion technique to improve students' reading comprehension. And how about to improve their ideas in reading by using this media.			
2.	The teacher explained of using small group discussion technique			
	- Teacher explain What is small group discussion technique.			
	- The teacher explian the procedure of using small group discussion technique			

	in reading class.			
3.	Teacher think reading ability by using small group discussion technique.			
	- The teacher guide and assist the students to their activity			
	- The teacher monitoring and control the activity in the classroom			

Lampung, 01 Juni

2016

Guru Mata Pelajaran

Reseceaher

Suherman Gunawan, S.pd.I

Anrizan
Nim. 2123238763

Teacher Observation Checklist (cycle 2)

School : Madrasah Tsanawiyah Raudhatul ‘ulum

Class : VIII

Researcher : Anrizan

Observer : Suherman Gunawan, S.Pd.I

No	Teachers' observeb activity	Yes	No	Note
1.	The teacher to delivered the material will be think			
	- The teacher greet and prepare the students to learn.			
	- The teacher to give apperception and ask the students to predict the material that is learned			
	- The teacher explain about advantages of small group discussion technique to improve students' reading comprehension. And how about to improve their ideas in reading by using this media.			
2.	The teacher explained of using small group discussion technique			
	- Teacher explain What is small group discussion technique.			
	- The teacher explian the procedure of using small group discussion technique			

	in reading class.			
3.	Teacher think reading ability by using small group discussion technique.			
	- The teacher guide and assist the students to their activity			
	- The teacher monitoring and control the activity in the classroom			

Lampung, 01 Juni

2016

Guru Mata Pelajaran

Reseceaher

Suherman Gunawan, S.pd.I

Anrizan
Nim. 2123238763

Teacher Observation Checklist (cycle 3)

School : Madrasah Tsanawiyah Raudhatul ‘ulum

Class : VIII

Researcher : Anrizan

Observer : Suherman Gunawan, S.Pd.I

No	Teachers' observeb activity	Yes	No	Note
1.	The teacher to delivered the material will be think			
	- The teacher greet and prepare the students to learn.			
	- The teacher to give apperception and ask the students to predict the material that is learned			
	- The teacher explain about advantages of small group discussion technique to improve students' reading comprehension. And how about to improve their ideas in reading by using this media.			
2.	The teacher explained of using small group discussion technique			
	- Teacher explain What is small group discussion technique.			
	- The teacher explian the procedure of using small group discussion technique			

	in reading class.			
3.	Teacher think reading ability by using small group discussion technique.			
	- The teacher guide and assist the students to their activity			
	- The teacher monitoring and control the activity in the classroom			

Lampung, 01 Juni

2016

Guru Mata Pelajaran

Reseceaher

Suherman Gunawan, S.pd.I

Anrizan
Nim. 2123238763

Student's Observation Checklist (cycle 1)

School : Madrasah Tsanawiyah Raudhatul 'ulum

Class : VIII

Reseacher : Anrizan

Observer : Suherman Gunawan, S.Pd.I

No.	Student's preparation	Yes	No	Note
1.	The students prepare them selves to learn and prepare all the things is need in learning activity			
2.	Students' Interest toward using small group discussion technique and the Material given			
	- Students pay attention to the explanation about samll group discussion tecnique			
	- Student pay attention the explanation about the steps of using small group discussion technique			
	- Students show their interest about small group discussion technique and the Material is given			
	- The students give comments or ideas toward the material is gave			
3.	Students attitude toward using small group discussion technique			

	- Students are given active			
	- Participation during the using of small group discussion technique			
	- Students will give maximal ideas in using small group discussion technique in reading comprehension			

Lampung, 01 Juni

2016

Guru Mata Pelajaran

Reseceaher

Suherman Gunawan, S.pd.I

Anrizan
Nim. 2123238763

Student's Observation Checklist (cycle 3)

School : Madrasah Tsanawiyah Raudhatul 'ulum

Class : XI

Reseacher : Anrizan

Observer : Suherman Gunawan, S.Pd.I

No.	Student's preparation	Yes	No	Note
1.	The students prepare them selves to learn and prepare all the things is need in learning activity			
2.	Students' Interest toward using small group discussion technique and the Material given			
	- Students pay attention to the explanation about samll group discussion tecnique			
	- Student pay attention the explanation about the steps of using small group discussion technique			
	- Students show their interest about small group discussion technique and the Material is given			
	- The students give comments or ideas toward the material is gave			
3.	Students attitude toward using small group discussion technique			

	- Students are given active			
	- Participation during the using of small group discussion technique			
	- Students will give maximal ideas in using small group discussion technique in reading comprehension			

Lampung, 01 Juni

2016

Guru Mata Pelajaran

Reseceaher

Suherman Gunawan, S.pd.I

Anrizan
Nim. 2123238763

Student's Observation Checklist (cycle 2)

School : Madrasah Tsanawiyah Raudhatul 'ulum

Class : XI

Reseacher : Anrizan

Observer : Suherman Gunawan, S.Pd.I

No.	Student's preparation	Yes	No	Note
1.	The students prepare them selves to learn and prepare all the things is need in learning activity			
2.	Students' Interest toward using small group discussion technique and the Material given			
	- Students pay attention to the explanation about samll group discussion tecnique			
	- Student pay attention the explanation about the steps of using small group discussion technique			
	- Students show their interest about small group discussion technique and the Material is given			
	- The students give comments or ideas toward the material is gave			
3.	Students attitude toward using small group discussion technique			

	- Students are given active			
	- Participation during the using of small group discussion technique			
	- Students will give maximal ideas in using small group discussion technique in reading comprehension			

Lampung, 01 Juni

2016

Guru Mata Pelajaran

Reseceaher

Suherman Gunawan, S.pd.I

Anrizan
Nim. 2123238763

THE RESULT OF INTERVIEW

Kepala sekolah : Achmad Riva'ie,S,Sos, MM.

No	Identifikasi Pertanyaan	Jawaban
1	Menggunakan kurikulum apakah di MTs Raudhatul 'Ulum Ini ?	KTSP
2	Apakah KTSP bapak buat sendiri ?	Tidak
3	Apakah kedatangan saya di MTs Raudhatul Ulum untuk melakukan penelitian mengganggu kelanjutan KBM terganggu ?	Tidak
4	Apakah bapak pernah mengunjungi kelas ketika guru sedang mengajar ?	Ya
5	Metode apa yang digunakan ketika guru bahasa Inggris mengajar dikelas ?	Ceramah
6	Apakah dari pihak sekolah menyediakan buku pelajaran bahasa Inggris ?	Ya

Guru Bahasa Inggris : Suherman Gunawan,S.pd.I

No	Identifikasi Pertanyaan	Jawaban
1	Technique apa yang Bapak gunakan ketika mengajar selama ini ?	Ceramah

2	Apakah saya mengganggu jam pelajaran Bapak Selama saya melakukan penelitian di sekolah MTs Raudhatul 'Ulum ini ?	Tidak
3	Bagaimana menurut bapak tentang penelitian saya dengan menggunakan metode Small group Discussion technique ?	Bagus dan menarik
4	Apakah bapak membuat RPP dalam melaksanakan pembelajaran bahasa inggris.	Ya, selalu.
5	Bagaimana cara bapak mengadakan evaluasi terhadap siswa dalam pengajaran bahasa inggris ?	Melalui Kuis, ulangan harian, ujian tulis, dan ulangan semesteran.

Murid : Josan Renaldi

No	Identifikasi Pertanyaan	Jawaban
1	Bagaimana perasaan Josan selama Sir mengajar kalian dengan menggunakan Small group didiscussion technique ?	Senang dan mudah mengerti.
2	Apakah kalian bosan selama Sir mengajar	Tidak.

	kalian ?	
3	Apakah yang kalian mengerti dengan pelajaran yang sir sampaikan ?	Ya, kami mengerti.
4	Bagaimana perasaan kalian selama Sir menyampaikan materi selama proses belajar berlangsung didalam kelas ?	Senang.
5	Hal apa yang paling kalian senangi selama Sir mengajar kalian di kelas dengan berdiskusi ?	Kami senang bisa bertukar pikiran antara sesama teman dalam satu kelompok.
6	Apakah membosankan selama sir mengajar kalian selama ini ?	Tidak.
7	Bagaimana menurut Josan ketika sir menyampaikan materi ?	Jelas dan mudah kami mengerti.

Soal Try Out

Name :

Kelas :

Read the text and answer the question 1 to 5 !!!!

Descriptive text

Prambanan Temple

Prambanan is the largest Hindu temple compound in Central Java in Indonesia, located approximately 18 km east of Yogyakarta. It is characterised by its tall and pointed architecture, typical of Hindu temple architecture, and by the 47 m high central building inside a large complex of individual temples. It was built around 850 CE by either Rakai Pikatan, king of the second Mataram Dynasty, or Balitung Maha Sambu, during the Sanjaya Dynasty. Not long after its construction, the temple was abandoned and began to deteriorate. Reconstruction of the compound began in 1918. The main building was completed in around 1953.

<http://www.kursusmudahbahasainggris.com/2013/09/pengertian-tujuan-struktur-ciri-dan.html#ixzz40LPrcZ17>

1. Where is the Prambanan temple ?
 - a. Central java in Indonesia
 - b. West java
 - c. Kalimantan
 - d. Sumatra
2. What is the text above ?
 - a. Descriptive text
 - b. News item
 - c. Narrative text
 - d. Notice
3. What is the tittle above ?
 - a. Brobudur temple
 - b. Mendut temple
 - c. Prambanan temple

- d. Siwa temple
- 4. What is the other name of Mataram Dynasty ?
 - a. Gunung kidul
 - b. Balitung Maha Sambu
 - c. Monas
 - d. Padang aropah
- 5. Who is the name of the second Mataram Dynasty ?
 - a. Raden paku Negara
 - b. Amuk marugul
 - c. Robert
 - d. Rakai pikatan

Read the text and answer question 6 to 12 !!!!

Monas

The National Monument (or Monument Nasional) is a 132 meters tower in the center of Merdeka Square, Central Jakarta. It symbolizes the fight for Indonesia's independence. The monument consist of a 117,7 m obelisk on a 45 m square platform at a height of 17 m.

The towering monument symbolizes the philosophy of Lingga and Yoni. Lingga resembles, rice pestle (alu) and Yoni resembles a mortar rice (lesung), two important items in Indonesian agricultural tradition.

The construction began in 1961 under the direction of President Soekarno and the monument was opened to the public in 1975. It is topped by a flame covered with gold foil. The monument and museum is opened daily from 08.00 – 15.00 every day throughout the week, except for the last Monday of the month the monument is closed.

- 6. What is the text above ?
 - a. essay
 - b. Descriptive text
 - c. Notice
 - d. Narrative text
- 7. What is the tittle above ?
 - a. Merdeka square
 - b. Indonesia

- c. Monas
 - d. Tugu
8. How many high the Monument Nasional (Monas) ?
 - a. 13 meters
 - b. 341 meters
 - c. 160 meters
 - d. 132 meters
 9. Where is the monument Nasional ?
 - a. Central Jakarta
 - b. East jakarta
 - c. West jakarta
 - d. Bogor
 10. Who is the towering monument symbolizes the philosophy ?
 - a. M thoha
 - b. Kapiten patimura
 - c. Lingga and Yoni
 - d. Rahmat amin
 11. When the monument was opened to the public ?
 - a. In 1975
 - b. In 1980
 - c. In 1985
 - d. In 2000
 12. When The monument and museum is opened daily ?
 - a. From 08.00-15.00
 - b. From 09.00-16.00
 - c. From 07.15-12.00
 - d. From 11.15-16.30

Read the text and answer question 13 to 19 !!!!

Aliando Syarief

His full name is Muhammad Ali Syarief. People often calls him Aliando Syarief. He is a famous actor nowadays. He was born on 26 october 1996 in Jakarta. His father's name is Syarief Alkhatiri and his mother's name is Tengku Resi Revado. He has older sister, her name is Alya Avivah. His hobby are playing football, playing drum, and singing. he lives in Bekasi. He also has favourite food and beverage. They are rendang, ayam gulai, pecel ayam,bread, Avocado juice, tea ice, and orange ice.

He has handsome face, black hair, and sharp nose. People say that his face is cute. It makes his fans being crazy when they meet him. Fans' name of Aliando is "Alicious". Aliando Syarief is very talented actor. His acting is enough good. Many people like his acting. Beside as a player sinetron, he also can playing drum

and singing. Aliando starts his career when he was 12 years old by personating supernumerary in “Si Gundul dan Bocah Petir”Sinetron. But,He begins to be popular actor when he has been playing in”Ganteng-Ganteng Serigala”as vampire. Aliando playing is charming. Many people like his acting, especially adolescent. When he is playing with Prilly Latuconsina.They seem romantic. The people looking at the sinetron will be happy and pay attention their acting.

13. What is the tittle above ?
 - a. Aliando Syarief
 - b. Muhammad
 - c. Tengku resi revado
 - d. Alkhatiri
14. Who is full name of Aliando syraief ?
 - a. Muhammad ali sakif
 - b. Muhammad ali sukron
 - c. Muhammad ali syarief
 - d. Ali mukti
15. When he was born ?
 - a. On 23 july 1990
 - b. On 29 agustus 1992
 - c. On 26 oktober 1996
 - d. On 12 mei 2000
16. Who is name of his sister ?
 - a. Siti khoriah
 - b. Amalia
 - c. Susi pransiska
 - d. Alya avivah
17. How many years all he was stard his career ?
 - a. 12 years all
 - b. 15 years all
 - c. 20 years all
 - d. 10 years all
18. What is hobby ?
 - a. playing football, playing drum, and singing
 - b. swim
 - c. walk
 - d. sleep
19. What is the movie he begin to be popular actor ?
 - a. Si gundul dan bocah petir
 - b. Ganteng-ganteng srigala
 - c. Mak lampit
 - d. Jaka tarup

Read the text and answer question 20 to 23 !!!!

Clever Thief

Deven was a clever thief. He robbed the rich and gave all to the sick and the needy. The other thieves were jealous of him. They planned to get rid of him. They challenged to steal the King's Pyjamas. Deven accepted the challenge. After that he prepared to execute the new challenge. He charted out a plan to steal the King. He prepared himself mentally to carry out a plan.

He went to the King's Palace. He found the King sleeping. He opened a bottle of red ants on the bed. The King was badly bitten. He cried for help. The servants rushed in. They pretended to look for ants. Deven removed the King's Pyjamas and escaped. Other thieves were dump founded. They accepted Deven their leader.

20. Who was Deven?
 - a. a young wise man
 - b. The cruel king
 - c. A thief
 - d. A servant
21. Where did Deven put the red ants?
 - a. On the bed
 - b. In the house
 - c. In the palace
 - d. Inside the cave
22. Why did Deven rob the rich?
 - a. Because he was greedy
 - b. Because he wanted to help the sick and the needy
 - c. Because he was naughty
 - d. Because he wanted to be rich
23. What is the moral value of the story?
 - a. Help the people
 - b. Be the cruel person
 - c. Be a good thief
 - d. Be clever

Read the text and answer question 24 to 26 !!!!

My Mom

I have to tell you about my mother. Her name is Meriana. She is outstandingly beautiful anyway she is not tall. She has chestnut and light skin. Her eyes shading is chestnut. Her eyes are dazzling and amazing. I really love her eyes.

She is a greatly kind person. She is sporty. She venerates to divert and engross her adolescents when her children were exasperates. She by and large rouses me to understand various things and research the data with experience. She is patient and compelling woman I have ever known. She appreciates to help people. She is an average individual, as a wife and mother. She by and large manages her group. She loves her life partner and children all that much.

She adores her home to be clean and faultless. She does most of the assignments without home accomplice and she similarly can manage her work. She works as an advisor. She opens an office at home. Her clients genuinely like her work in light of the fact that my mother is surprising in mind science. She is the best place to grant stories and she for the most part gives remarkable advices in case we have issues.

24. What is the tittle above ?

- a. My mom
- b. my aunt
- C. my father
- d.my uncle

25 Who is name ?

- a. Clarisa
- b. Fitriani
- c. Meriana
- D. dahlia

26. How kind about her eyes ?

- a. dazzling
- b. red colour
- c. dazzling and amazing
- d. all right

Read the text and answer question 27 to 30 !!!!

The Rabbit Revenge

Long, long ago a rabbit and lion were neighbors. The lion was very proud, and was fond of boasting about his strength. And thought they were such close neighbors, the lion look down upon the rabbit, and use to bully and frighten her. Finally, the rabbit could stand it no longer and wanted to get her own back. One day she went to the lion and said, "Good day, respected elder brother. Imagine it, I met an animal over there who looked exactly like you, and he said to me, „Is there anyone in the world who dares stand up to me? If there is, let me come and have a duel with me. If there is no one, all of you have to submit to my rule and be my servants!" "Oh, he was an intolerable braggart! He is so puffed up with pride that his eyes can't even light on anymore!" added the rabbit. "Oho," the lion said. "Didn't you mention me to him?" "Yes, indeed," the rabbit replied. "But it would have been better if I hadn't. When I described how strong you were, he just sneered and said dreadfully rude things. He even went so far as to say that he wouldn't take you for his attendant!"

The lion flew into a rage and roared, "Where is he? Where is he?" Soon the rabbit took the lion a hill and, not going to near herself, pointed to a well from a distance, and said, "He is down there, in the well." The lion hastened to the well and glared angrily into it. Yes there was his rival who even glared back at him angrily. The lion roared, and his enemy roared back. The lion become so furious that his hair stood on end. So did his enemy on the well. The lion show his teeth and lashed out with his paws to scare his rival and his enemy in the well retaliated! In a fit of anger the lion sprang into the air with all his might and then flung himself at the enemy in the well. The result was that the proud lion was instantly drowned.

27. What do you think of the animal on the well?
- The image of the lion himself.
 - An intolerable braggart.
 - Another lion.
 - His neighbor.
28. The lion hastened to the well and glared angrily into **it**. The word „it“ refers
- to....
- eyes
 - well
 - paws
 - himself
29. What can we learn from the story?
- Be a good neighbor.
 - Don't be so arrogant.
 - We must help each other.
 - A friend in need is a friend indeed.
30. What is the text above ?
- Narrative text
 - Descriptive text

- c. short function
- d. news worthy

Friend

His name is Kevin Anggara, Kevin Anggara is my classmate, he has tall body, he is 170 cm, he has straight black hair, he has oval face, he has small eyes, he has sharp nose, he has thick lips, he has dark brown skin, he has thin body, he always wears black shirt, he is kind, he is smart, he is helpful, he is generous, and he is diligent.

31. Who is name of your friend
 - a. Andi
 - b. Kevin Anggara
 - c. Tono
 - d. Ali
32. Who isKevin Anggara ?
 - a. Classmate
 - b. Friend
 - c. Servant
 - d. Father
33. How many tall his body ?
 - a. 185 cm
 - b. 161 cm
 - c. 170 cm
 - d. 150 cm
34. What is the title above ?
 - a. Friend
 - b. Brother
 - c. Classmate
 - d. Putry
35. What is synonym of diligent ?
 - a. Clever
 - b. Noughty
 - c. Bad
 - d. Good

Soal pre- Assesment

Read text and answer the question 1to 2 !!!

Prambanan Temple

Prambanan is the largest Hindu temple compound in Central Java in Indonesia, located approximately 18 km east of Yogyakarta. It is characterised by its tall and pointed architecture, typical of Hindu temple architecture, and by the 47 m high central building inside a large complex of individual temples. It was built around 850 CE by either Rakai Pikatan, king of the second Mataram Dynasty, or Balitung Maha Sambu, during the Sanjaya Dynasty. Not long after its construction, the temple was abandoned and began to deteriorate. Reconstruction of the compound began in 1918. The main building was completed in around 1953.

<http://www.kursusmudahbahasainggris.com/2013/09/pengertian-tujuan-struktur-ciri-dan.html#ixzz40LPrcZ17>

1. What is the title above ?
 - e. Brobudur temple
 - f. Mendut temple
 - g. Prambanan temple
 - h. Siwa temple
2. What is the other name of Mataram Dynasty ?
 - e. Gunung kidul
 - f. Balitung Maha Sambu
 - g. Monas
 - h. Padang aropah

Read the text and answer the question 10 to 16 !!!!

Monas

The National Monument (or Monument Nasional) is a 132 meters tower in the center of Merdeka Square, Central Jakarta. It symbolizes the fight for Indonesia's independence. The monument consist of a 117,7 m obelisk on a 45 m square platform at a height of 17 m.

The towering monument symbolizes the philosophy of Lingga and Yoni. Lingga resembles, rice pestle (alu) and Yoni resembles a mortar rice (lesung), two important items in Indonesian agricultural tradition.

The construction began in 1961 under the direction of President Soekarno and the monument was opened to the public in 1975. It is topped by a flame covered with gold foil. The monument and museum is opened daily from 08.00 – 15.00 every day throughout the week, except for the last Monday of the month the monument is closed.

3. What is the text above ?
 - a. essay
 - b. Descriptive text
 - c. Notice
 - d. Narrative text
4. What is the title above ?

- e. Merdeka square
 - f. Indonesia
 - g. Monas
 - h. Tugu
5. How many high the Monument Nasional (Monas) ?
 - e. 13 meters
 - f. 341 meters
 - g. 160 meters
 - h. 132 meters
 6. Where is the monument Nasional ?
 - e. Central Jakarta
 - f. East jakarta
 - g. West jakarta
 - h. Bogor
 7. Who is the towering monument symbolizes the philosophy ?
 - e. M thoha
 - f. Kapiten patimura
 - g. Lingga and Yoni
 - h. Rahmat amin
 8. When the monument was opened to the public ?
 - e. In 1975
 - f. In 1980
 - g. In 1985
 - h. In 2000
 9. When the monument and museum is opened daily ?.
 - a. From 08.00-15.00
 - b. From 09.00-16.00
 - c. From 07.15-12.00
 - d. From 11.15-16.30

Read the text and answer the question 17 to 20 !!!

Aliando Syarief

His full name is Muhammad Ali Syarief. People often calls him Aliando Syarief. He is a famous actor nowadays. He was born on 26 october 1996 in Jakarta. His father's name is Syarief Alkhatiri and his mother's name is Tengku Resi Revado. He has older sister, her name is Alya Avivah. His hobby are playing football, playing drum, and singing. he lives in Bekasi. He also has favourite food and beverage. They are rendang, ayam gulai, pecel ayam,bread, Avocado juice, tea ice, and orange ice.

He has handsome face, black hair, and sharp nose. People say that his face is cute. It makes his fans being crazy when they meet him. Fans' name of Aliando is "Alicious". Aliando Syarief is very talented actor. His acting is enough good. Many people like his acting. Beside as a player sinetron, he also can playing drum

and singing. Aliando starts his career when he was 12 years old by personating supernumerary in "Si Gundul dan Bocah Petir" Sinetron. But, He begins to be popular actor when he has been playing in "Ganteng-Ganteng Serigala" as vampire. Aliando playing is charming. Many people like his acting, especially adolescent. When he is playing with Prilly Latuconsina. They seem romantic. The people looking at the sinetron will be happy and pay attention their acting.

10. Who is full name of Aliando syraief ?
 - e. Muhammad ali sakif
 - f. Muhammad ali sukron
 - g. Muhammad ali syarief
 - h. Ali mukti
11. How many years all he was stard his career ?
 - a. 12 years all
 - b. 15 years all
 - c. 20 years all
 - d. 10 years all
12. What is hobby ?
 - e. playing football, playing drum, and singing
 - f. swim
 - g. walk
 - h. sleep
13. What is the movie he begin to be popular actor ?
 - e. Si gundul dan bocah petir
 - f. Ganteng-ganteng srigala
 - g. Mak lampit
 - h. Jaka tarup

Read the text and answer the question 21 to 23 !!!!

Clever Thief

Deven was a clever thief. He robbed the rich and gave all to the sick and the needy. The other thieves were jealous of him. They planned to get rid of him. They challenged to steal the King's Pyjamas. Deven accepted the challenge. After that he prepared to execute the new challenge. He charted out a plan to steal the King. He prepared himself mentally to carry out a plan.

He went to the King's Palace. He found the King sleeping. He opened a bottle of red ants on the bed. The King was badly bitten. He cried for help. The servants rushed in. They pretended to look for ants. Deven removed the King's Pyjamas and escaped. Other thieves were dump founded. They accepted Deven their leader.

14. Why did Deven rob the rich?
 - a. Because he was greedy
 - b. Because he wanted to help the sick and the needy
 - c. Because he was naughty

- d. Because he wanted to be rich
15. What is the moral value of the story?
- a. Help the people
 - b. Be the cruel person
 - c. Be a good thief
 - d. Be clever

Read the text and answer question 24 to 26 !!!!

My Mom

I have to tell you about my mother. Her name is Meriana. She is outstandingly beautiful anyway she is not tall. She has chestnut and light skin. Her eyes shading is chestnut. Her eyes are dazzling and amazing. I really love her eyes.

She is a greatly kind person. She is sporty. She venerates to divert and engross her adolescents when her children were exasperates. She by and large rouses me to understand various things and research the data with experience. She is patient and compelling woman I have ever known. She appreciates to help people. She is an average individual, as a wife and mother. She by and large manages her group. She loves her life partner and children all that much.

She adores her home to be clean and faultless. She does most of the assignments without home accomplice and she similarly can manage her work. She works as an advisor. She opens an office at home. Her clients genuinely like her work in light of the fact that my mother is surprising in mind science. She is the best place to grant stories and she for the most part gives remarkable advices in case we have issues.

16. Who is name ?
- a. Clarisa
 - b. Fitriani
 - c. Meriana
 - D. dahlia
17. How kind about her eyes ?
- a. dazzling
 - b. red colour
 - c. dazzling and amazing
 - d. all right

Read the text and answer question 27 to 30 !!!!

The Rabbit Revenge

Long, long ago a rabbit and lion were neighbors. The lion was very proud, and was fond of boasting about his strength. And thought they were such close neighbors, the lion look down upon the rabbit, and use to bully and frighten her. Finally, the rabbit could stand it no longer and wanted to get her own back. One day she went to the lion and said, " Good day, respected elder brother. Image it, I met an animal over there who looked exactly like you, and he said to me, „Is there anyone in the world who dares stand up to me? If there is, let me come and have a

duel with me. If there is no one, all of you have to submit to my rule and be my servants!” “Oh, he was an intolerable braggart! He is so puffed up with pride that his eyes can’t even light on anymore!” added the rabbit. “Oho,” the lion said. “Didn’t you mention me to him?” “Yes, indeed,” the rabbit replied. “But it would have been better if I hadn’t. When I described how strong you were, he just sneered and said dreadfully rude things. He even went so far as to say that he wouldn’t take you for his attendant!”

The lion flew into a rage and roared, “Where is he? Where is he?” Soon the rabbit took the lion a hill and, not going to near herself, pointed to a well from a distance, and said, “He is down there, in the well.” The lion hastened to the well and glared angrily into it. Yes there was his rival who even glared back at him angrily. The lion roared, and his enemy roared back. The lion become so furious that his hair stood on end. So did his enemy on the well. The lion show his teeth and lashed out with his paws to scare his rival and his enemy in the well retaliated! In a fit of anger the lion sprang into the air with all his might and then flung himself at the enemy in the well. The result was that the proud lion was instantly drowned.

18 . What do you think of the animal on the well?

- a. The image of the lion himself.
- b. An intolerable braggart.
- c. Another lion.
- d. His neighbor.

19. The lion hastened to the well and glared angrily into **it**. The word „it“ refers to....

- a. eyes
- b. well
- c. paws
- d. himself

20. What is the text above ?

- a. Narrative text
- b. Descriptive text
- c. short funtion
- d. news worhty

Friend

His name is kevin anggara, kevin anggara is my classmate, he has tall body, he is 170 cm, he has straight black hair, he has oval face, he has small eyes, he has sharp nose, he has thick lips, he dark brown skin, he has thin body, he always wears black shirt, he is kind, he is smart, he is helpful, he is generous, and he is dilligent.

21. Who is name of your friend

- e. Andi

- f. Kevin anggara
 - g. Tono
 - h. Ali
22. Who isKevin anggara ?
- e. Classmate
 - f. Friend
 - g. Servent
 - h. Father
23. How many tall his body ?
- e. 185 cm
 - f. 161 cm
 - g. 170 cm
 - h. 150 cm
24. What is the title above ?
- e. Friend
 - f. Brother
 - g. Classmate
 - h. Putry
25. What is synonym of delligent ?
- e. Clever
 - f. Noughty
 - g. Bad
 - h. Good

Soal test cycle 1

Nama :

Kelas :

Read text and answer the question 1to 5 !!!

Friend

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1. Who is name of your friend
 - i. Andi
 - j. Kevin anggara
 - k. Tono
 - l. Ali
2. Who isKevin anggara ?
 - i. Classmate
 - j. Friend
 - k. Servent
 - l. Father
3. How many tall his body ?
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 - j. 161 cm
 - k. 170 cm
 - l. 150 cm
4. What is the title above ?
 - i. Friend
 - j. Brother
 - k. Classmate
 - l. Putry
5. What is synonym of delligent ?
 - i. Clever
 - j. Noughty
 - k. Bad
 - l. Good

Read text and answer the question 6 to 7 !!!

Clever Thief

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6. Why did Deven rob the rich?
 - a. Because he was greedy
 - b. Because he wanted to help the sick and the needy
 - c. Because he was naughty
 - d. Because he wanted to be rich
7. What is the moral value of the story?
 - a. Help the people
 - b. Be the cruel person
 - c. Be a good thief
 - d. Be clever

Read the text and answer question 8 to 10 !!!!

The Rabbit Revenge

Long, long ago a rabbit and lion were neighbors. The lion was very proud, and was fond of boasting about his strength. And thought they were such close neighbors, the lion look down upon the rabbit, and use to bully and frighten her. Finally, the rabbit could stand it no longer and wanted to get her own back. One day she went to the lion and said, "Good day, respected elder brother. Image it, I met an animal over there who looked exactly like you, and he said to me, „Is there anyone in the world who dares stand up to me? If there is, let me come and have a duel with me. If there is no one, all of you have to submit to my rule and be my servants!" "Oh, he was an intolerable braggart! He is so puffed up with pride that his eyes can't even light on anymore!" added the rabbit. "Oho," the lion said. "Didn't you mention me to him?" "Yes, indeed," the rabbit replied. "But it would have been better if I hadn't. When I described how strong you were, he just sneered and said dreadfully rude things. He even went so far as to say that he wouldn't take you for his attendant!"

The lion flew into a rage and roared, "Where is he? Where is he?" Soon the rabbit took the lion a hill and, not going to near herself, pointed to a well from a distance, and said, "He is down there, in the well." The lion hastened to the well and glared angrily into it. Yes there was his rival who even glared back at him angrily. The lion roared, and his enemy roared back. The lion become so furious that his hair stood on end. So did his enemy on the well. The lion show his teeth and lashed out with his paws to scare his rival and his enemy in the well retaliated! In a fit of anger the lion sprang into the air with all his might and then

flung himself at the enemy in the well. The result was that the proud lion was instantly drowned.

8 . What do you think of the animal on the well?

- a. The image of the lion himself.
- b. An intolerable braggart.
- c. Another lion.
- d. His neighbor.

9. The lion hastened to the well and glared angrily into **it**. The word „it“ refers

to....

- a. eyes
- b. well
- c. paws
- d. himself

10. What is the text above ?

- a. Narrative text
- b. Descriptive text
- c. short funtion
- d. news worhty

Read the text and answer the question 11 to 17 !!!!

Monas

The National Monument (or Monument Nasional) is a 132 meters tower in the center of Merdeka Square, Central Jakarta. It symbolizes the fight for Indonesia's independence. The monument consist of a 117,7 m obelisk on a 45 m square platform at a height of 17 m.

The towering monument symbolizes the philosophy of Lingga and Yoni. Lingga resembles, rice pestle (alu) and Yoni resembles a mortar rice (lesung), two important items in Indonesian agricultural tradition.

The construction began in 1961 under the direction of President Soekarno and the monument was opened to the public in 1975. It is topped by a flame covered with gold foil. The monument and museum is opened daily from 08.00 – 15.00 every day throughout the week, except for the last Monday of the month the monument is closed.

11. What is the text above ?

- a. essay
- b. Descriptive text
- c. Notice
- d. Narrative text

12. What is the tittle above ?

- i. Merdeka square
- j. Indonesia

- k. Monas
 - l. Tugu
13. How many high the Monument Nasional (Monas) ?
- i. 13 meters
 - j. 341 meters
 - k. 160 meters
 - l. 132 meters
14. Where is the monument Nasional ?
- i. Central Jakarta
 - j. East Jakarta
 - k. West Jakarta
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16. When the monument was opened to the public ?
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 - j. In 1980
 - k. In 1985
 - l. In 2000
17. When the monument and museum is opened daily ?.
- e. From 08.00-15.00
 - f. From 09.00-16.00
 - g. From 07.15-12.00
 - h. From 11.15-16.30

Read the text and answer the question 18 to 21 !!!

Aliando Syarief

His full name is Muhammad Ali Syarief. People often calls him Aliando Syarief. He is a famous actor nowadays. He was born on 26 October 1996 in Jakarta. His father's name is Syarief Alkhatiri and his mother's name is Tengku Resi Revado. He has older sister, her name is Alya Avivah. His hobby are playing football, playing drum, and singing. he lives in Bekasi. He also has favourite food and beverage. They are rendang, ayam gulai, pecel ayam, bread, Avocado juice, tea ice, and orange ice.

He has handsome face, black hair, and sharp nose. People say that his face is cute. It makes his fans being crazy when they meet him. Fans' name of Aliando is "Alicious". Aliando Syarief is very talented actor. His acting is enough good. Many people like his acting. Beside as a player sinetron, he also can playing drum and singing. Aliando starts his career when he was 12 years old by personating supernumerary in "Si Gundul dan Bocah Petir" Sinetron. But, He begins to be

popular actor when he has been playing in "Ganteng-Ganteng Serigala" as vampire. Aliando playing is charming. Many people like his acting, especially adolescent. When he is playing with Prilly Latuconsina. They seem romantic. The people looking at the sinetron will be happy and pay attention their acting.

18. Who is full name of Aliando syraief ?
 - i. Muhammad ali sakif
 - j. Muhammad ali sukron
 - k. Muhammad ali syarief
 - l. Ali mukti
19. How many years all he was stard his career ?
 - e. 12 years all
 - f. 15 years all
 - g. 20 years all
 - h. 10 years all
20. What is hobby ?
 - i. playing football, playing drum, and singing
 - j. swim
 - k. walk
 - l. sleep
21. What is the movie he begin to be popular actor ?
 - i. Si gundul dan bocah petir
 - j. Ganteng-ganteng srigala
 - k. Mak lampit
 - l. Jaka tarup

Read the text and answer question 22 to 23 !!!!

My Mom

I have to tell you about my mother. Her name is Meriana. She is outstandingly beautiful anyway she is not tall. She has chestnut and light skin. Her eyes shading is chestnut. Her eyes are dazzling and amazing. I really love her eyes.

She is a greatly kind person. She is sporty. She venerates to divert and engross her adolescents when her children were exasperates. She by and large rouses me to understand various things and research the data with experience. She is patient and compelling woman I have ever known. She appreciates to help people. She is an average individual, as a wife and mother. She by and large manages her group. She loves her life partner and children all that much.

She adores her home to be clean and faultless. She does most of the assignments without home accomplice and she similarly can manage her work. She works as an advisor. She opens an office at home. Her clients genuinely like her work in light of the fact that my mother is surprising in mind science. She is the best place to grant stories and she for the most part gives remarkable advices in case we have issues.

22. Who is name ?

- a. Clarisa
- b. Fitriani
- c. Meriana
- D. dahlia

23. How kind about her eyes ?
- a. dazzling
 - b. red colour
 - c. dazzling and amazing
 - d. all right

Read the text and answer question 24 to 25 !!!!

Prambanan Temple

Prambanan is the largest Hindu temple compound in Central Java in Indonesia, located approximately 18 km east of Yogyakarta. It is characterised by its tall and pointed architecture, typical of Hindu temple architecture, and by the 47 m high central building inside a large complex of individual temples. It was built around 850 CE by either Rakai Pikatan, king of the second Mataram Dynasty, or Balitung Maha Sambu, during the Sanjaya Dynasty. Not long after its construction, the temple was abandoned and began to deteriorate. Reconstruction of the compound began in 1918. The main building was completed in around 1953.

24. What is the title above ?
- i. Brobudur temple
 - j. Mendut temple
 - k. Prambanan temple
 - l. Siwa temple
25. What is the other name of Mataram Dynasty ?
- i. Gunung kidul
 - j. Balitung Maha Sambu
 - k. Monas
 - l. Padang aropah

<http://www.kursusmudahbahasainggris.com/2013/09/pengertian-tujuan-struktur-ciri-dan.html#ixzz40LPrcZ17>

Soal test cycle II

Nama :

Kelas :

Read text and answer the question 1 to 3 !!!

The Rabbit Revenge

Long, long ago a rabbit and lion were neighbors. The lion was very proud, and was fond of boasting about his strength. And thought they were such close neighbors, the lion look down upon the rabbit, and use to bully and frighten her. Finally, the rabbit could stand it no longer and wanted to get her own back. One day she went to the lion and said, "Good day, respected elder brother. Image it, I met an animal over there who looked exactly like you, and he said to me, „Is there anyone in the world who dares stand up to me? If there is, let me come and have a duel with me. If there is no one, all of you have to submit to my rule and be my servants!" "Oh, he was an intolerable braggart! He is so puffed up with pride that his eyes can't even light on anymore!" added the rabbit. "Oho," the lion said. "Didn't you mention me to him?" "Yes, indeed," the rabbit replied. "But it would have been better if I hadn't. When I described how strong you were, he just sneered and said dreadfully rude things. He even went so far as to say that he wouldn't take you for his attendant!"

The lion flew into a rage and roared, "Where is he? Where is he?" Soon the rabbit took the lion a hill and, not going to near herself, pointed to a well from a distance, and said, "He is down there, in the well." The lion hastened to the well and glared angrily into it. Yes there was his rival who even glared back at him angrily. The lion roared, and his enemy roared back. The lion become so furious that his hair stood on end. So did his enemy on the well. The lion show his teeth and lashed out with his paws to scare his rival and his enemy in the well retaliated! In a fit of anger the lion sprang into the air with all his might and then flung himself at the enemy in the well. The result was that the proud lion was instantly drowned.

1. What is the text above ?
 - a. Narrative text
 - b. Descriptive text
 - c. short funtion
 - d. news worhty

2. The lion hastened to the well and glared angrily into **it**. The word „it“ refers to....
 - a. eyes
 - b. well
 - c. paws
 - d. himself

3. What do you think of the animal on the well?
 - a. The image of the lion himself.
 - b. An intolerable braggart.

- c. Another lion.
- d. His neighbor

Read the text and answer the question 4 to 10 !!!!

Monas

The National Monument (or Monument Nasional) is a 132 meters tower in the center of Merdeka Square, Central Jakarta. It symbolizes the fight for Indonesia's independence. The monument consist of a 117,7 m obelisk on a 45 m square platform at a height of 17 m.

The towering monument symbolizes the philosophy of Lingga and Yoni. Lingga resembles, rice pestle (alu) and Yoni resembles a mortar rice (lesung), two important items in Indonesian agricultural tradition.

The construction began in 1961 under the direction of President Soekarno and the monument was opened to the public in 1975. It is topped by a flame covered with gold foil. The monument and museum is opened daily from 08.00 – 15.00 every day throughout the week, except for the last Monday of the month the monument is closed.

- 4. How many hight the Monument Nasional (Monas) ?
 - m. 13 meters
 - n. 341 meters
 - o. 160 meters
 - p. 132 meters
- 5. Where is the monument Nasional ?
 - m. Central Jakarta
 - n. East jakarta
 - o. West jakarta
 - p. Bogor
- 6. is the text above ?
 - a. essay
 - b. Descriptive text
 - c. Notice
 - d. Narrative text
- 7. What is the tittle above ?
 - m. Merdeka square
 - n. Indonesia
 - o. Monas
 - p. Tugu
- 8. Who is the towering monument symbolizes the philosophy ?
 - m. M thoha
 - n. Kapiten patimura
 - o. Lingga and Yoni

- p. Rahmat amin
- 9. When the monument was opened to the public ?
 - m. In 1975
 - n. In 1980
 - o. In 1985
 - p. In 2000
- 10. When the monument and museum is opened daily ?.
 - i. From 08.00-15.00
 - j. From 09.00-16.00
 - k. From 07.15-12.00
 - l. From 11.15-16.30

Read the text and answer the question 11 to 12 !!!!

Clever Thief

Devan was a clever thief. He robbed the rich and gave all to the sick and the needy. The other thieves were jealous of him. They planned to get rid of him. They challenged to steal the King's Pyjamas. Deven accepted the challenge. After that he prepared to execute the new challenge. He charted out a plan to steal the King. He prepared himself mentally to carry out a plan.

He went to the King's Palace. He found the King sleeping. He opened a bottle of red ants on the bed. The King was badly bitten. He cried for help. The servants rushed in. They pretended to look for ants. Deven removed the King's Pyjamas and escaped. Other thieves were dump founded. They accepted Deven their leader.

- 11. What is the moral value of the story?
 - a. Help the people
 - b. Be the cruel person
 - c. Be a good thief
 - d. Be clever
- 12. Why did Deven rob the rich?
 - a. Because he was greedy
 - b. Because he wanted to help the sick and the needy
 - c. Because he was naughty
 - d. Because he wanted to be rich

Read the text and answer question 13 to 17 !!!!

Friend

His name is kevin anggara, kevin anggara is my classmate, he has tall body, he is 170 cm, he has straight black hair, he has oval face, he has small eyes, he has sharp nose, he has thick lips, he dark brown skin, he has thin body, he always wears black shirt, he is kind, he is smart, he is helpful, he is generous, and he is dilligent.

- 13. What is synonym of delligent ?
 - m. Clever
 - n. Noughty
 - o. Bad

- p. Good
- 14. Who isKevin anggara ?
 - m. Classmate
 - n. Friend
 - o. Servent
 - p. Father
- 15. How many tall his body ?
 - m. 185 cm
 - n. 161 cm
 - o. 170 cm
 - p. 150 cm
- 16. What is the title above ?
 - m. Friend
 - n. Brother
 - o. Classmate
 - p. Putry
- 17. Who is name of your friend
 - m. Andi
 - n. Kevin anggara
 - o. Tono
 - p. Ali

Read the text and answer the question 18 to 21 !!!

Aliando Syarief

His full name is Muhammad Ali Syarief. People often calls him Aliando Syarief. He is a famous actor nowadays. He was born on 26 october 1996 in Jakarta. His father's name is Syarief Alkhatiri and his mother's name is Tengku Resi Revado. He has older sister, her name is Alya Avivah. His hobby are playing football, playing drum, and singing. he lives in Bekasi. He also has favourite food and beverage. They are rendang, ayam gulai, pecel ayam,bread, Avocado juice, tea ice, and orange ice.

He has handsome face, black hair, and sharp nose. People say that his face is cute. It makes his fans being crazy when they meet him. Fans' name of Aliando is "Alicious". Aliando Syarief is very talented actor. His acting is enough good. Many people like his acting. Beside as a player sinetron, he also can playing drum and singing. Aliando starts his career when he was 12 years old by personating supernumerary in "Si Gundul dan Bocah Petir" Sinetron. But, He begins to be popular actor when he has been playing in "Ganteng-Ganteng Serigala" as vampire. Aliando playing is charming. Many people like his acting, especially adolescent. When he is playing with Prilly Latuconsina. They seem romantic. The people looking at the sinetron will be happy and pay attention their acting.

- 18. What is the movie he begin to be popular actor ?
 - m. Si gundul dan bocah petir

- n. Ganteng-ganteng srigala
 - o. Mak lampit
 - p. Jaka tarup
19. How many years all he was stard his career ?
- i. 12 years all
 - j. 15 years all
 - k. 20 years all
 - l. 10 years all
20. Who is full name of Aliando syraief ?
- m. Muhammad ali sakif
 - n. Muhammad ali sukron
 - o. Muhammad ali syarief
 - p. Ali mukti
21. What is hobby ?
- m. playing football, playing drum, and singing
 - n. swim
 - o. walk
 - p. sleep

Read the text and answer quetion 22 to 23 !!!!

My Mom

I have to tell you about my mother. Her name is Meriana. She is outstandingly beautiful anyway she is not tall. She has chestnut and light skin. Her eyes shading is chestnut. Her eyes are dazzling and amazing. I really love her eyes.

She is a greatly kind person. She is sporty. She venerates to divert and engross her adolescents when her children were exasperates. She by and large rouses me to understand various things and research the data with experience. She is patient and compelling woman I have ever known. She appreciates to help people. She is an average individual, as a wife and mother. She by and large manages her group. She loves her life partner and children all that much.

She adores her home to be clean and faultless. She does most of the assignments without home accomplice and she similarly can manage her work. She works as an advisor. She opens an office at home. Her clients genuinely like her work in light of the fact that my mother is surprising in mind science. She is the best place to grant stories and she for the most part gives remarkable advices in case we have issues.

22. How kind about her eyes ?
- a. dazzling
 - b. red colour
 - c. dazzling and amazing
 - d. all right

23. Who is name ?

- a. Clarisa
- b. Fitriani
- c. Meriana
- D. dahlia

Read the text and answer question 24 to 25 !!!!

Prambanan Temple

Prambanan is the largest Hindu temple compound in Central Java in Indonesia, located approximately 18 km east of Yogyakarta. It is characterised by its tall and pointed architecture, typical of Hindu temple architecture, and by the 47 m high central building inside a large complex of individual temples. It was built around 850 CE by either Rakai Pikatan, king of the second Mataram Dynasty, or Balitung Maha Sambu, during the Sanjaya Dynasty. Not long after its construction, the temple was abandoned and began to deteriorate. Reconstruction of the compound began in 1918. The main building was completed in around 1953.

26. What is the other name of Mataram Dynasty ?

- m. Gunung kidul
- n. Balitung Maha Sambu
- o. Monas
- p. Padang aropah

27. What is the tittle above ?

- m. Brobudur temple
- n. Mendut temple
- o. Prambanan temple
- p. Siwa temple

[http://www.kursusmudahbahasainggris.com/2013/09/pengertian-tujuan-struktur-ciri dan.html#ixzz40LPrcZ17](http://www.kursusmudahbahasainggris.com/2013/09/pengertian-tujuan-struktur-ciri-dan.html#ixzz40LPrcZ17)

Soal test cycle III

Nama :

Kelas :

Read text and answer the question 1 to 2 !!!

My Mom

I have to tell you about my mother. Her name is Meriana. She is outstandingly beautiful anyway she is not tall. She has chestnut and light skin. Her eyes shading is chestnut. Her eyes are dazzling and amazing. I really love her eyes.

She is a greatly kind person. She is sporty. She venerates to divert and engross her adolescents when her children were exasperates. She by and large rouses me to understand various things and research the data with experience. She is patient and compelling woman I have ever known. She appreciates to help people. She is an average individual, as a wife and mother. She by and large manages her group. She loves her life partner and children all that much.

She adores her home to be clean and faultless. She does most of the assignments without home accomplice and she similarly can manage her work. She works as an advisor. She opens an office at home. Her clients genuinely like her work in light of the fact that my mother is surprising in mind science. She is the best place to grant stories and she for the most part gives remarkable advices in case we have issues.

1. How kind about her eyes ?

- a. dazzling and amazing
- b. red colour
- c. dazzling
- d. all right

2. Who is name ?

- a. Clarisa
- b. Meriana
- c. Fitriani
- D. dahlia

Read text and answer the question 3 to 6 !!!

Aliando Syarief

His full name is Muhammad Ali Syarief. People often calls him Aliando Syarief. He is a famous actor nowadays. He was born on 26 october 1996 in Jakarta. His father's name is Syarief Alkhatiri and his mother's name is Tengku Resi Revado. He has older sister, her name is Alya Avivah. His hobby are playing football, playing drum, and singing. he lives in Bekasi. He also has favourite food and beverage. They are rendang, ayam gulai, pecel ayam, bread, Avocado juice, tea ice, and orange ice.

He has handsome face, black hair, and sharp nose. People say that his face is cute. It makes his fans being crazy when they meet him. Fans' name of Aliando is "Alicious". Aliando Syarief is very talented actor. His acting is enough good.

Many people like his acting. Beside as a player sinetron, he also can playing drum and singing. Aliando starts his career when he was 12 years old by personating supernumerary in “Si Gundul dan Bocah Petir” Sinetron. But, He begins to be popular actor when he has been playing in “Ganteng-Ganteng Serigala” as vampire. Aliando playing is charming. Many people like his acting, especially adolescent. When he is playing with Prilly Latuconsina. They seem romantic. The people looking at the sinetron will be happy and pay attention their acting.

3. What is the movie he begin to be popular actor ?

- q. Si gundul dan bocah petir
- r. Jaka Tarup
- s. Mak lampit
- t. Ganteng-ganteng srigala

4. How many years all he was stard his career ?

- m. 15 years all
- n. 12 years all
- o. 20 years all
- p. 10 years all

5. Who is full name of Aliando syraief ?

- q. Muhammad ali syarief
- r. Muhammad ali sukron
- s. Muhammad ali syakif
- t. Ali mukti

6. What is hobby ?

- q. Sleep
- r. swim
- s. walk
- t. playing football, playing drum, and singing

Read text and answer the question 7 to 9 !!!

The Rabbit Revenge

Long, long ago a rabbit and lion were neighbors. The lion was very proud, and was fond of boasting about his strength. And thought they were such close neighbors, the lion look down upon the rabbit, and use to bully and frighten her. Finally, the rabbit could stand it no longer and wanted to get her own back. One day she went to the lion and said, “Good day, respected elder brother. Image it, I met an animal over there who looked exactly like you, and he said to me, „Is there anyone in the world who dares stand up to me? If there is, let me come and have a duel with me. If there is no one, all of you have to submit to my rule and be my servants!” “Oh, he was an intolerable braggart! He is so puffed up with pride that his eyes can’t even light on anymore!” added the rabbit. “Oho,” the lion said. “Didn’t you mention me to him?” “Yes, indeed,” the rabbit replied. “But it would have been better if I hadn’t. When I described how strong you were, he just sneered and said dreadfully rude things. He even went so far as to say that he wouldn’t take you for his attendant!”

The lion flew into a rage and roared, "Where is he? Where is he?" Soon the rabbit took the lion a hill and, not going to near herself, pointed to a well from a distance, and said, "He is down there, in the well." The lion hastened to the well and glared angrily into it. Yes there was his rival who even glared back at him angrily. The lion roared, and his enemy roared back. The lion become so furious that his hair stood on end. So did his enemy on the well. The lion show his teeth and lashed out with his paws to scare his rival and his enemy in the well retaliated! In a fit of anger the lion sprang into the air with all his might and then flung himself at the enemy in the well. The result was that the proud lion was instantly drowned.

7. What is the text above ?

- a. Narrative text
- b. News Worthy
- c. short funtio
- d. Descriptive text

8. The lion hastened to the well and glared angrily into **it**. The word „it“ refers to....

- a. Paws
- b. well
- c. Eyes
- d. himself

9. What do you think of the animal on the well?

- a. His Nightborh
- b. An intolerable braggart.
- c. Another lion.
- d. The image of the lion himself.

Read the text and answer the question 10 to 16 !!!!

Monas

The National Monument (or Monument Nasional) is a 132 meters tower in the center of Merdeka Square, Central Jakarta. It symbolizes the fight for Indonesia's independence. The monument consist of a 117,7 m obelisk on a 45 m square platform at a height of 17 m.

The towering monument symbolizes the philosophy of Lingga and Yoni. Lingga resembles, rice pestle (alu) and Yoni resembles a mortar rice (lesung), two important items in Indonesian agricultural tradition.

The construction began in 1961 under the direction of President Soekarno and the monument was opened to the public in 1975. It is topped by a flame covered with gold foil. The monument and museum is opened daily from 08.00 – 15.00 every day throughout the week, except for the last Monday of the month the monument is closed.

10. How many hight the Monument Nasional (Monas) ?

- q. 132 meters
 - r. 341 meters
 - s. 160 meters
 - t. 13 meters
11. Where is the monument Nasional ?
- q. East jakarta
 - r. Central Jakarta
 - s. West jakarta
 - t. Bogor
12. is the text above ?
- a. essay
 - b. Descriptive text
 - c. Notice
 - d. Narrative text
13. What is the tittle above ?
- q. Monas
 - r. Indonesia
 - s. Merdeka square
 - t. Tugu
14. Who is the towering monument symbolizes the philosophy ?
- q. M thoha
 - r. Kapiten patimura
 - s. Rahmat amin
 - t. Lingga and Yoni
15. When the monument was opened to the public ?
- q. In 2000
 - r. In 1980
 - s. In 1985
 - t. In 1975
16. When the monument and museum is opened daily ?.
- m. From 10.00-12.00
 - n. From 09.00-16.00
 - o. From 08.00-15.00
 - p. From 11.15-16.30

Read the text and answer the question 17 to 18 !!!!

Clever Thief

Devan was a clever thief. He robbed the rich and gave all to the sick and the needy. The other thieves were jealous of him. They planned to get rid of him. They challenged to steal the King's Pyjamas. Deven accepted the challenge. After

that he prepared to execute the new challenge. He charted out a plan to steal the King. He prepared himself mentally to carry out a plan.

He went to the King's Palace. He found the King sleeping. He opened a bottle of red ants on the bed. The King was badly bitten. He cried for help. The servants rushed in. They pretended to look for ants. Deven removed the King's Pyjamas and escaped. Other thieves were dump founded. They accepted Deven their leader.

17. What is the moral value of the story?
- Help the people
 - Be the cruel person
 - Be a good thief
 - Be clever
18. Why did Deven rob the rich?
- Because he wanted to help the sick and the needy
 - Because he was greedy
 - Because he was naughty
 - Because he wanted to be rich

Read the text and answer question 19 to 23 !!!!

Friend

His name is kevin anggara, kevin anggara is my classmate, he has tall body, he is 170 cm, he has straight black hair, he has oval face, he has small eyes, he has sharp nose, he has thick lips, he dark brown skin, he has thin body, he always wears black shirt, he is kind, he is smart, he is helpful, he is generous, and he is dilligent.

19. What is synonym of delligent ?
- Bad
 - Noughty
 - Clever
 - Good
20. Who isKevin anggara ?
- Classmate
 - Friend
 - Servent
 - Father
21. How many tall his body ?
- 185 cm
 - 170 cm
 - 165 cm
 - 150 cm
22. What is the title above ?
- Putry
 - Brother
 - Classmate

- t. Friend
23. Who is name of your friend
- q. Andi
 - r. Tono
 - s. Kevin anggara
 - t. Ali

Read the text and answer quetion 24 to 25 !!!!

Prambanan Temple

Prambanan is the largest Hindu temple compound in Central Java in Indonesia, located approximately 18 km east of Yogyakarta. It is characterised by its tall and pointed architecture, typical of Hindu temple architecture, and by the 47 m high central building inside a large complex of individual temples. It was built around 850 CE by either Rakai Pikatan, king of the second Mataram Dynasty, or Balitung Maha Sambu, during the Sanjaya Dynasty. Not long after its construction, the temple was abandoned and began to deteriorate. Reconstruction of the compound began in 1918. The main building was completed in around 1953.

28. What is the other name of Mataram Dynasty ?
- q. Balitung maha Sambu
 - r. Gunung kidul
 - s. Monas
 - t. Padang aropah
29. What is the tittle above ?
- q. Prambanan temple
 - r. Mendut temple
 - s. Brobudur temple
 - t. Siwa temple

<http://www.kursusmudahbahasainggris.com/2013/09/pengertian-tujuan-struktur-ciri-dan.html#ixzz40LPrcZ17>

DAFTAR ABSEN KELAS VIII

CYCLE I

NO	NAME	MEETING				PARAF
		I	II	III	IV	
1	Eka Safitri					
2	Hadi Yusri					
3	Hidayah Istiqomah					
4	Iwan Irawan					
5	Josan Rinaldi					
6	Julian Anggara					
7	Maharani					
8	Meri Okta					
9	Novita sari					
10	Nur Handayani					
11	Padilah Sitirohmah					
12	Paisal Purnama					
13	Pera Wati					
14	Ratna Juwita					
15	Rohma Yulis					
16	Ratna sari					
17	Rosi Diana					
18	Saipul Anwar					
19	Septi Wahyuni					
20	Sri Rohmatun					
21	Susi purnama sari					
22	Wiwini Saputri					
23	Yusuf Efendi					
24	Reni Saputri					
25	Subagus Aluda					
26	Vera Wati					

27	Rinara					
28	Ika yusnia					
29	Ilham					
30	Selvi Witia					

Collaborator

Suherman Gunawan,S.pd.i

Lampung, April 2016
Reseacher

Anrizan
Nim : 2123238763

DAFTAR ABSEN KELAS VIII

CYCLE II

NO	NAME	MEETING				PARAF
		I	II	III	IV	
1	Eka Safitri					
2	Hadi Yusri					
3	Hidayah Istiqomah					
4	Iwan Irawan					
5	Josan Renaldi					
6	Julian Anggara					
7	Maharani					
8	Meri Okta					
9	Novita sari					
10	Nur Handayani					
11	Padilah Sitirohmah					
12	Paisal Purnama					
13	Pera Wati					
14	Ratna Juwita					
15	Rohma Yulis					
16	Ratna sari					
17	Rosi Diana					
18	Saipul Anwar					
19	Septi Wahyuni					
20	Sri Rohmatun					
21	Susi purnama sari					
22	Wiwini Saputri					
23	Yusuf Efendi					
24	Reni Saputri					
25	Subagus Aluda					
26	Vera Wati					

27	Rinara					
28	Ika yusnia					
29	Ilham					
30	Selvi Witia					

Collaborator

Suherman Gunawan,S.pd.i

Lampung, April 2016
Reseacher

Anrizan
Nim : 2123238763

**DAFTAR ABSEN KELAS VIII
CYCLE III**

NO	NAME	MEETING				PARAF
		I	II	III	IV	
1	Eka Safitri					
2	Hadi Yusri					
3	Hidayah Istiqomah					
4	Iwan Irawan					
5	Josan Renaldi					
6	Julian Anggara					
7	Maharani					
8	Meri Okta					
9	Novita sari					
10	Nur Handayani					
11	Padilah Sitirohmah					
12	Paisal Purnama					
13	Pera Wati					
14	Ratna Juwita					
15	Rohma Yulis					
16	Ratna sari					
17	Rosi Diana					
18	Saipul Anwar					
19	Septi Wahyuni					
20	Sri Rohmatun					
21	Susi purnama sari					
22	Wiwini Saputri					
23	Yusuf Efendi					
24	Reni Saputri					
25	Subagus Aluda					
26	Vera Wati					

27	Rinara					
28	Ika yusnia					
29	Ilham					
30	Selvi Witia					

Collaborator

Suherman Gunawan,S.pd.i

Lampung, April 2016
Reseacher

Anrizan
Nim : 2123238763

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : MTs Raudhatul ‘Ulum
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII
Jenis teks : Descriptive text
Aspek/ Skill : Membaca
Alokasi waktu : 4 X 45 Menit

A. Standar kompetensi

Memahami dan merespon makna dalam teks monolog/esei yang menggunakan ragam bahasa tulis secara akurat dan lancar.

B. Kompetensi Dasar

Mengungkapkan makna dalam teks monolog/esei yang berbentuk Descriptive text secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan.

C. Indikator pencapaian kompetensi

1.kognitif

-proses

Dalam proses pembelajaran siswa diharapkan :

- Mengidentifikasi informasi tersirat dalam Descriptive text
- Mengidentifikasi makna dalam Descriptive text
- Dapat memahami ciri-ciri teks descriptive

Diakhir pembelajaran siswa diharapkan :

- Mampu memahami generic structures of descriptive text
- Mampu memahami ciri-ciri descriptive text

2. Afektif

* Mandiri

* Rasa ingin tahu

* Gemar membaca

3. Psikomotor

*Siswa dapat mengidentifikasi jenis text descriptive yang telah dipelajari

* Siswa dapat menganalisa maksud dari text descriptive

* Siswa dapat menganalisa generic structure dari descriptive text

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

- ✓ Mengidentifikasi main idea of the paragraph in descriptive text
- ✓ Membuat story from the whole text in Descriptive text
- ✓ Menjawab pertanyaan dalam descriptive text

- ✓ Menunjukkan langkah-langkah retorika menulis descriptive text.
- ✓ Menulis kalimat dengan baik dan benar (sentence based writing)
- ✓ Menulis the whole text (guided)
- ✓ Mengidentifikasi persamaan text anekdot dengan teks humor dilihat dari structure isi dan ciri bahasanya.
- ✓ Mengidentifikasi informasi tersirat dalam Descriptive text
- ✓ Mengidentifikasi makna dalam Descriptive text

E. Materi Pokok

a.Descriptive text

is a text which used to describe something, someone, place or thing,ect.

b. Communicative Purpose Descriptive Text

Communicative Purpose from Descriptive Text is to describe special future for something, someone, place or thing.

c. The generic structure of Narrative text:

*** Identification**

is It identifies the particular participant (person, place, thing, ect) that to be describe.

*** Description**

It describes the particular participant detail including the physical describtion, charactristic, ect.

4. Charactristic of Descriptive Text

- 1.Descriptive Text Memakai Present Tense, misalnya: have, eat, walk, etc.
- 2.Descriptive Text Memakai berbagai jenis Adjectives (kata sifat) yang bersifat Describing (mengambarkan), Numbering (Menjumlahkan), dan Classifying (mengklasifikasikan), Sebagai contoh: two big hands, sharp nose, etc.
- 3.Descriptive Text Memakai Relating Verbs yang memberikan informasi tentang subject, sebagai contoh :my uncle is really kind person, That bird has very thin fur, etc.
- 4.Descriptive Text Memakai Thinking Verbs (kata kerja yang menggunakan pikiran, seperti beleive, think, etc.) dan Feeling Verbs (kata kerjayang menggunakan perasaan, seperti feel) untuk menggambarkan pendapat pribadi penulis tentang subjeknya.
- 5.Descriptive Text juga Memakai Adverbs (kata keterangan) untuk membagikan informasi tambahan mengenai perilaku atau sifat (Adjective) yang dijelaskan, misalnya: totally, extremely, & definitely

F. Metode Pembelajaran

- * Tanya jawab
- * penguasaan (resitasi)

G. Langkah-Langkah kegiatan Pembelajaran

- * The first meeting

1. Pre-activities (5 minutes)

- a. Given the Salam
- b. The Teacher greet the students and check the attendance list.
- c. The Teacher will divide the students pray before study
- d. Before starting the lesson By motivating the students in thinking about material “Descriptive of people” and the teacher will give some questions such as “ Do you love your mother ? , and what the characteristic of yours mother ?”

2. While-activities (80 minutes)

- a. The teacher will setting up a discourse or text are intact, logical and meaningful.
- b. The teacher will explain how about to implementation of small group discussion technique in reading comprehension in the class.
- c. The group starts by identifying any terms with which they are unfamiliar. Some members of the group may have some prior knowledge that will help the group.
- d. The students openly discuss the scenario and define the problem.
- e. The group brainstorms possible explanations or hypotheses which fit with the events/problems they identified.
- f. Some provisional explanations/conclusions are reached that would reasonably explain the essence of the case.
- g. The students formulate their learning objectives those aspects which the group have determined need further study.
- h. Working independently (or in pairs) the students use the resources available to them to achieve the learning objectives.
- i. The group meets again a few days later to pool the information they have gained from private study and discuss the case in the light of this new knowledge.

3. post-activities (5 minutes)

- a. The teacher will give the appreciation and motivation to the students
- b. Closing the lesson by praying and saying good bye.

*** the second meeting**

1. Pre-activities (5 minutes)

- a. Given the Salam
- b. The Teacher greet the students and check the attendance list.
- c. The Teacher will divide the students pray before study
- d. Before starting the lesson By motivating the students in thinking about material “Descriptive of people” and the teacher will give some questions such as “ Do you love your mother ? , and what the characteristic of yours mother ?”

2. While-activities (80 minutes)

- a. The teacher will setting up a discourse or text are intact, logical and meaningful.
- b. The teacher will explain how about to implementation of small group discussion technique in reading comprehension in the class.
- j. The group starts by identifying any terms with which they are unfamiliar. Some members of the group may have some prior knowledge that will help the group.
- k. The students openly discuss the scenario and define the problem.
- l. The group brainstorms possible explanations or hypotheses which fit with the events/problems they identified.
- m. Some provisional explanations/conclusions are reached that would reasonably explain the essence of the case.
- n. The students formulate their learning objectives those aspects which the group have determined need further study.
- o. Working independently (or in pairs) the students use the resources available to them to achieve the learning objectives.
- p. The group meets again a few days later to pool the information they have gained from private study and discuss the case in the light of this new knowledge.

3. post-activities (5 minutes)

- a. The teacher will give the appreciation and motivation to the students
- b. Closing the lesson by praying and saying good bye.

*** The third meeting**

1. Pre-activities (5 minutes)

- a. Given the Salam
- b. The Teacher greet the students and check the attendance list.
- c. The Teacher will devide the students pray before study
- d. Before starting the lesson By motivating the students in thinking about material “Descriptive of people” and the teacher will give some questions such as “ Do you love your mother ? , and what the characteristic of yours mother ?”

2. While-activities (80 minutes)

- a. The teacher will setting up a discourse or text are intact, logical and meaningful.
- b. The teacher will explain how about to implementation of small group discussion technique in reading comprehension in the class.

- q. The group starts by identifying any terms with which they are unfamiliar. Some members of the group may have some prior knowledge that will help the group.
- r. The students openly discuss the scenario and define the problem.
- s. The group brainstorms possible explanations or hypotheses which fit with the events/problems they identified.
- t. Some provisional explanations/conclusions are reached that would reasonably explain the essence of the case.
- u. The students formulate their learning objectives those aspects which the group have determined need further study.
- v. Working independently (or in pairs) the students use the resources available to them to achieve the learning objectives.
- w. The group meets again a few days later to pool the information they have gained from private study and discuss the case in the light of this new knowledge.

3. post-activities (5 minutes)

- a. The teacher will give the appreciation and motivation to the students
- b. Closing the lesson by praying and saying good bye.

*** The four meeting**

Last evaluation of cycle 1

H. Sumber/ Bahan/Alat

- 1. Bahan buku bahasa inggris kelas XI
- 2. kamus

I. Penilaian/Evaluasi

- 1. Evaluasi proses : Sikap dan kesungguhan siswa dalam proses pembelajaran.
- 2. Evaluasi akhir : Answer the question based on the text above and choose A, B, C, or D for the correct answer !!!

Read the text and answer the question 1 to 6 !!!!

A TOWN MOUSE AND A COUNTRY MOUSE

A Town Mouse and a Country Mouse were friends. The Country Mouse one day invited his friend to come and see him at his home in the fields. The Town Mouse came and they sat down to a dinner of barleycorns and roots the latter of which had a distinctly earthy flavour. The flavour was not much to the taste of the guest and presently he broke out with "My poor dear friend, you live here no better than the ants. Now, you should just see how I fare! My larder is a regular horn of plenty. You must come and stay with me and I promise you shall live on the fat of the land." So when he returned to town he took the Country Mouse with him and showed him into a larder containing flour and oatmeal and figs and honey and dates.

The Country Mouse had never seen anything like it and sat down to enjoy the luxuries his friend provided. But before they had well begun, the door of the

larder opened and some one came in. The two Mice scampered off and hid themselves in a narrow and exceedingly uncomfortable hole. Presently, when all was quiet, they ventured out again. But some one else came in, and off they scuttled again. This was too much for the visitor. "Good bye," said he, "I'm off. You live in the lap of luxury, I can see, but you are surrounded by dangers whereas at home I can enjoy my simple dinner of roots and corn in peace."

1. What was the town mouse's reaction to the food the country mouse gave him?

- a. He thought it was not good enough
 - b. He thought it was spoiled
 - c. He thought it was delicious
 - d. He thought it was not good
2. Why did the town mouse go to the country?
- a. Because he had a meeting with a farmer
 - b. Because he wanted to buy some fruit and vegetables
 - c. So he could visit his cousin
 - d. He wanted to buy food
3. What is the title above ?
- a. rabbit
 - b. town mouse
 - c. elephant
 - d. Town mouse and a country mouse
4. Are a Town Mouse and a Country Mouse were friends?
- a. no
 - b. yes
 - c. may be
 - d. all right
5. Who is see him at home in the fields ?
- a. His friend
 - b. His brother
 - c. His neighbourhood
 - d. His aunt
6. What is the text above ?
- a. narrative text
 - b. short function
 - c. descriptive text
 - d. all right

Read the text and read the question 7 to 13 !!!!

My cat

We know, most cats look so cute and clean, so is my cat. My name is Bugel cat. My cat named Bugel because she looked so cute, tail Bugel and makes me always want to hug him and hug him every day. Do you want to know about my cat? Bugel I have gray fur and white. It is so soft. And makes me always want

to hug him. He has beautiful eyes. Its tail Bugel.. And he also has sharp teeth and of course my scar. The whiskers in his mouth to make the funny. However, although he looks very cute and funny, when he's angry or want to catch prey such as mice, it is very scary for me. Claws are sharp and seem so long. Her voice sounded like a tiger also changed. I never approached him when he was angry. That cat Bugel.

7. what is the tittle above ?
 - a. my dog
 - b. my bird
 - c. my cat
 - d. My hourse
8. What is we know about most cats
 - a. dirty
 - b. good
 - c. bad
 - d.cute and clean
- 9.What is name ?
 - a. Bugel cat
 - b. baby cat
 - c.nano cat
 - d. princ cat
10. Why is name Bugel cat ?
 - a. because he looked bad
 - b. because he looked so cute
 - c. because he looked tall
 - d. all right
- 11.Are he has beautiful eyes ?
 - a. yes
 - b. no
 - c. bad eyes
 - d. all right
12. What is Antonym of long ?
 - a. short
 - b.hight
 - c. far
 - d.near
13. What is the kind of text above ?
 - a. Narrative text
 - b. descriptive teext
 - c. short fungtion
 - d. all right

Read the text and read the question 14 to 115

My Rabbit Ivana

My rabbit ivana, two months ago I celebrated my birthday is the. 12th, which I was very happy at that time because given the gift of a rabbit is very cute, and I give the name ivana, ivana very funny, his hair is white, and frightening because it often is washed clean, ivana not like carrots on his general, just like vegetables kale ivana, ivana rabbit that strangeness.

14. What is name of his Rabbit ?

a. Ivana

b. Nirwana

b. twiss

d. Ennes

15. What is like ?

a. meat

b. Vegebtale

c. wather

d. all right

J. Pedoman penilaian

No	Kriteria Penilaian	Nilai
1.	• Siswa mengikutu KBM dengan tertib pakain Rapi dan tidak ribut.	20
	• Siswa mengikuti proses KBM dengan kurang tertib, Pakaian kurang rapidan bicara di kelas.	10
	• Siswa mengikuti KBM dengan tertib, Pakaian tidak rapi dan berbicara didalam kelas.	0
2.	Ksungguhan :	
	• Siswa dapat memahami serta ,menjawab pertanyaan tentang materi yang telah dijelaskan.	20
	• Siswa memperhatikan ketika guru menjelaskan materi di dean kelas.	10
• Siswa tidak memperhatikan, menjawab dan memahami tentang materi yang telah di jelaskan.	0	
3.	Test :	
	• Instrument soal 15 multiple choice dengan 1 soal bernilai 4.	60
Total score Nilai		100

Guru Mata pelajaran

Suherman Gunawan,S.pd.I

Lampung, April 2016
Peneliti

Anrizan
Nim :212323873

Mengetahui
Kepala Madrasah

Achmad Riva'ie, s.sos. MM

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : Mts raudhatul 'ulum
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII
Jenis teks : Descriptive text
Aspek/ Skill : Membaca
Alokasi waktu : 8 X 45 Menit

F. Standar kompetensi

Memahami dan merespon makna dalam teks monolog/esei yang menggunakan ragam bahasa tulis secara akurat dan lancar.

G. Kompetensi Dasar

Mengungkapkan makna dalam teks monolog/esei yang berbentuk Descriptive text secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan.

H. Indikator pencapaian kompetensi

1.kognitif

-proses

Dalam proses pembelajaran siswa diharapkan :

- Mengidentifikasi informasi tersirat dalam Descriptive text
- Mengidentifikasi makna dalam Descriptive text
- Dapat memahami ciri-ciri teks descriptive

Diakhir pembelajaran siswa diharapkan :

- Mampu memahami generic structures of descriptive text
- Mampu memahami ciri-ciri descriptive text

2. Afektif

* Mandiri

* Rasa ingin tahu

* Gemar membaca

3. Psikomotor

*Siswa dapat mengidentifikasi jenis text descriptive yang telah dipelajari

* Siswa dapat menganalisa maksud dari text descriptive

* Siswa dapat menganalisa generic structure dari descriptive text

I. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

- ✓ Mengidentifikasi main idea of the paragraph in descriptive text
- ✓ Membuat story from the whole text in Descriptive text
- ✓ Menjawab pertanyaan dalam descriptive text

- ✓ Menunjukkan langkah-langkah retorika menulis descriptive text.
- ✓ Menulis kalimat dengan baik dan benar (sentence based writing)
- ✓ Menulis the whole text (guided)
- ✓ Mengidentifikasi persamaan text anekdot dengan teks humor dilihat dari structure isi dan ciri bahasanya.
- ✓ Mengidentifikasi informasi tersirat dalam Descriptive text
- ✓ Mengidentifikasi makna dalam Descriptive text

J. Materi Pokok

a.Descriptive text

is a text which used to describe something, someone, place or thing,ect.

b. Communicative Purpose Descriptive Text

Communicative Purpose from Descriptive Text is to describe special future for something, someone, place or thing.

c. The generic structure of Narrative text:

*** Identification**

is It identifies the particular participant (person, place, thing, ect) that to be describe.

*** Description**

It describes the particular participant detail including the physical describtion, charactristic, ect.

4. Charactristic of Descriptive Text

- 1.Descriptive Text Memakai Present Tense, misalnya: have, eat, walk, etc.
- 2.Descriptive Text Memakai berbagai jenis Adjectives (kata sifat) yang bersifat Describing (mengambarkan), Numbering (Menjumlahkan), dan Classifying (mengklasifikasikan), Sebagai contoh: two big hands, sharp nose, etc.
- 3.Descriptive Text Memakai Relating Verbs yang memberikan informasi tentang subject, sebagai contoh :my uncle is really kind person, That bird has very thin fur, etc.
- 4.Descriptive Text Memakai Thinking Verbs (kata kerja yang menggunakan pikiran, seperti beleive, think, etc.) dan Feeling Verbs (kata kerjayang menggunakan perasaan, seperti feel) untuk menggambarkan pendapat pribadi penulis tentang subjeknya.
- 5.Descriptive Text juga Memakai Adverbs (kata keterangan) untuk membagikan informasi tambahan mengenai perilaku atau sifat (Adjective) yang dijelaskan, misalnya: totally, extremely, & definitely

F. Metode Pembelajaran

- * Tanya jawab
- * penguasaan (resitasi)

G. Langkah-Langkah kegiatan Pembelajaran

- * The first meeting

1. Pre-activities (5 minutes)

- a. Given the Salam
- b. The Teacher greet the students and check the attendance list.
- c. The Teacher will divide the students pray before study
- d. Before starting the lesson By motivating the students in thinking about material “Descriptive of people” and the teacher will give some questions such as “ Do you love your mother ? , and what the characteristic of yours mother ?”

2. While-activities (80 minutes)

- a. The teacher will setting up a discourse or text are intact, logical and meaningful.
- b. The teacher will explain how about to implementation of small group discussion technique in reading comprehension in the class.
- x. The group starts by identifying any terms with which they are unfamiliar. Some members of the group may have some prior knowledge that will help the group.
- y. The students openly discuss the scenario and define the problem.
- z. The group brainstorms possible explanations or hypotheses which fit with the events/problems they identified.
- aa. Some provisional explanations/conclusions are reached that would reasonably explain the essence of the case.
- bb. The students formulate their learning objectives those aspects which the group have determined need further study.
- cc. Working independently (or in pairs) the students use the resources available to them to achieve the learning objectives.
- dd. The group meets again a few days later to pool the information they have gained from private study and discuss the case in the light of this new knowledge.

3. post-activities (5 minutes)

- a. The teacher will give the appreciation and motivation to the students
- b. Closing the lesson by praying and saying good bye.

*** the second meeting**

1. Pre-activities (5 minutes)

- a. Given the Salam
- b. The Teacher greet the students and check the attendance list.
- c. The Teacher will divide the students pray before study
- d. Before starting the lesson By motivating the students in thinking about material “Descriptive of people” and the teacher will give some questions such as “ Do you love your mother ? , and what the characteristic of yours mother ?”

2. While-activities (80 minutes)

- a. The teacher will setting up a discourse or text are intact, logical and meaningful.
- b. The teacher will explain how about to implementation of small group discussion technique in reading comprehension in the class.
- ee. The group starts by identifying any terms with which they are unfamiliar. Some members of the group may have some prior knowledge that will help the group.
- ff. The students openly discuss the scenario and define the problem.
- gg. The group brainstorms possible explanations or hypotheses which fit with the events/problems they identified.
- hh. Some provisional explanations/conclusions are reached that would reasonably explain the essence of the case.
- ii. The students formulate their learning objectives those aspects which the group have determined need further study.
- jj. Working independently (or in pairs) the students use the resources available to them to achieve the learning objectives.
- kk. The group meets again a few days later to pool the information they have gained from private study and discuss the case in the light of this new knowledge.

3. post-activities (5 minutes)

- a. The teacher will give the appreciation and motivation to the students
- b. Closing the lesson by praying and saying good bye.

*** The third meeting**

1. Pre-activities (5 minutes)

- a. Given the Salam
- b. The Teacher greet the students and check the attendance list.
- c. The Teacher will devide the students pray before study
- d. Before starting the lesson By motivating the students in thinking about material “Descriptive of people” and the teacher will give some questions such as “ Do you love your mother ? , and what the characteristic of yours mother ?”

2. While-activities (80 minutes)

- a. The teacher will setting up a discourse or text are intact, logical and meaningful.
- b. The teacher will explain how about to implementation of small group discussion technique in reading comprehension in the class.

- c. The group starts by identifying any terms with which they are unfamiliar. Some members of the group may have some prior knowledge that will help the group.
- d. The students openly discuss the scenario and define the problem.
- e. The group brainstorms possible explanations or hypotheses which fit with the events/problems they identified.
- f. Some provisional explanations/conclusions are reached that would reasonably explain the essence of the case.
- g. The students formulate their learning objectives those aspects which the group have determined need further study.
- h. Working independently (or in pairs) the students use the resources available to them to achieve the learning objectives.
- i. The group meets again a few days later to pool the information they have gained from private study and discuss the case in the light of this new knowledge.

3. post-activities (5 minutes)

- a. The teacher will give the appreciation and motivation to the students
- b. Closing the lesson by praying and saying good bye.

* The four meeting

Last evaluation of cycle 1

H. Sumber/ Bahan/Alat

1. Bahan buku bahasa inggris kelas XI
2. kamus

I. Penilaian/Evaluasi

1. Evaluasi proses : Sikap dan kesungguhan siswa dalam proses pembelajaran.
2. Evaluasi akhir : Answer the question based on the text above and choose A, B, C, or D for the correct answer !!!

Read the text and answer the question 1 to 6 !!!!

Friend

His name is kevin anggara, kevin anggara is my classmate, he has tall body, he is 170 cm, he has straight black hair, he has oval face, he has small eyes, he has sharp nose, he has thick lips, he dark brown skin, he has thin body, he always wears black shirt, he is kind, he is smart, he is helpful, he is generous, and he is dilligent.

1. Who is name of your friend
 - u. Andi
 - v. Kevin anggara
 - w. Tono
 - x. Ali
2. Who isKevin anggara ?

- u. Classmate
 - v. Friend
 - w. Servent
 - x. Father
3. How many tall his body ?
- u. 185 cm
 - v. 161 cm
 - w. 170 cm
 - x. 150 cm
4. What is the title above ?
- u. Friend
 - v. Brother
 - w. Classmate
 - x. Putry
5. What is synonym of delligent ?
- u. Clever
 - v. Noughty
 - w. Bad
 - x. Good
6. What is the Antonym of Small eyes ?
- a. Tin eyes
 - b. Big eyes
 - c. Long eyes
 - d. Hight eyes
7. What is he always wear ?
- a. Red cap
 - b. Yellow glasses
 - c. Black shirt
 - d. Pink ring
8. What is the synonym of generouse
- a. Philanthropist
 - b. Gready
 - c. Cup
 - d. Stanggy

The Eiffel Tower

The Eiffel Tower is an iron lattice tower located on the Champ de Mars in Paris. Built in 1889, it has become both a global icon of France and one of the most recognizable structures in the world. The tower is the tallest building in Paris and the most-visited paid monument in the world; millions of people ascend it every year. Named for its designer, engineer Gustave Eiffel, the tower was built as the entrance arch to the 1889 World's Fair.

The tower stands 324 metres (1,063 ft) tall, about the same height as an 81-story building. Upon its completion, it surpassed the Washington Monument to assume the title of tallest man-made structure in the world, a title it held for 41 years, until the Chrysler Building in New York City was built in 1930; however, due to the addition in 1957 of the antenna, the tower is now taller than the Chrysler Building. Not including broadcast antennas, it is the second-tallest structure in France after the 2004 Millau Viaduct.

The tower has three levels for visitors. Tickets can be purchased to ascend, by stairs or lift, to the first and second levels. The walk to the first level is over 300 steps, as is the walk from the first to the second level. The third and highest level is accessible only by elevator. Both the first and second levels feature restaurants.

The tower has become the most prominent symbol of both Paris and France, often in the establishing shot of films set in the city.

9. What is the title above ?
 - a. The ant
 - b. Little bird
 - c. The Eiffel tower
 - d. The good father

10. When was the Eiffel tower built in Paris ?
 - a. in 1889
 - b. in 1989
 - c. in 1884
 - e. in 1876

10. What is the name for the designer of the Eiffel tower ?
 - a. John Loyer
 - b. Charles Darwin
 - c. engineer Gustave Eiffel
 - d. Robert

12. Who is the second tallest structure in France after 2004 ?
 - a. Millau Viaduct
 - b. Robert
 - c. William
 - d. Smitt

13. How many levels are there for visitors on the tower ?
 - a. four levels
 - b. two levels

- c. seven levels
 - d. tree levels
14. What is the symbol of Paris and France ?
- a. the monas
 - b. the lion
 - c. the Eiffel tower
 - d. all right
15. How many high the tower stands ?
- a. 587 meters
 - b. 324 meters
 - c. 139 meters
 - d. 59 meters

J. Pedoman penilaian

No	Kriteria Penilaian	Nilai
1.	<ul style="list-style-type: none">Siswa mengikuti KBM dengan tertib pakain Rapi dan tidak ribut.	20
	<ul style="list-style-type: none">Siswa mengikuti proses KBM dengan kurang tertib, Pakaian kurang rapi dan bicara di kelas.	10
	<ul style="list-style-type: none">Siswa mengikuti KBM dengan tertib, Pakaian tidak rapi dan berbicara didalam kelas.	0
2.	Ksungguhan : <ul style="list-style-type: none">Siswa dapat memahami serta ,menjawab pertanyaan tentang materi yang telah dijelaskan.	20
	<ul style="list-style-type: none">Siswa memperhatikan ketika guru menjelaskan materi di dean kelas.	10
	<ul style="list-style-type: none">Siswa tidak memperhatikan, menjawab dan memahami tentang materi yang telah di jelaskan.	0
3.	Test : <ul style="list-style-type: none">Instrument soal 15 multiple choice dengan 1 soal bernilai 4.	60
Total score Nilai		100

Guru Mata pelajaran

Suherman Gunawan,S.pd.ILampung, April 2016
Peneliti**Anrizan**
Nim :212323873Mengetahui
Kepala Madrasah**Achmad Riva'ie, s.sos. MM**

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : Mts raudhatul 'ulum
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII
Jenis teks : Descriptive text
Aspek/ Skill : Membaca
Alokasi waktu : 8 X 45 Menit

K. Standar kompetensi

Memahami dan merespon makna dalam teks monolog/esei yang menggunakan ragam bahasa tulis secara akurat dan lancar.

L. Kompetensi Dasar

Mengungkapkan makna dalam teks monolog/esei yang berbentuk Descriptive text secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan.

M. Indikator pencapaian kompetensi

1.kognitif

-proses

Dalam proses pembelajaran siswa diharapkan :

- Mengidentifikasi informasi tersirat dalam Descriptive text
- Mengidentifikasi makna dalam Descriptive text
- Dapat memahami ciri-ciri teks descriptive

Diakhir pembelajaran siswa diharapkan :

- Mampu memahami generic structures of descriptive text
- Mampu memahami ciri-ciri descriptive text

2. Afektif

* Mandiri

* Rasa ingin tahu

* Gemar membaca

3. Psikomotor

*Siswa dapat mengidentifikasi jenis text descriptive yang telah dipelajari

* Siswa dapat menganalisa maksud dari text descriptive

* Siswa dapat menganalisa generic structure dari descriptive text

N. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

- ✓ Mengidentifikasi main idea of the paragraph in descriptive text
- ✓ Membuat story from the whole text in Descriptive text
- ✓ Menjawab pertanyaan dalam descriptive text

- ✓ Menunjukkan langkah-langkah retorika menulis descriptive text.
- ✓ Menulis kalimat dengan baik dan benar (sentence based writing)
- ✓ Menulis the whole text (guided)
- ✓ Mengidentifikasi persamaan text anekdot dengan teks humor dilihat dari structure isi dan ciri bahasanya.
- ✓ Mengidentifikasi informasi tersirat dalam Descriptive text
- ✓ Mengidentifikasi makna dalam Descriptive text

O. Materi Pokok

a. Descriptive text

is a text which used to describe something, someone, place or thing, ect.

b. Communicative Purpose Descriptive Text

Communicative Purpose from Descriptive Text is to describe special future for something, someone, place or thing.

c. The generic structure of Narrative text:

* Identification

is It identifies the particular participant (person, place, thing, ect) that to be describe.

* Description

It describes the particular participant detail including the physical description, characteristic, ect.

4. Characteristic of Descriptive Text

1. Descriptive Text Memakai Present Tense, misalnya: have, eat, walk, etc.
2. Descriptive Text Memakai berbagai jenis Adjectives (kata sifat) yang bersifat Describing (mengambarkan), Numbering (Menjumlahkan), dan Classifying (mengklasifikasikan), Sebagai contoh: two big hands, sharp nose, etc.
3. Descriptive Text Memakai Relating Verbs yang memberikan informasi tentang subject, sebagai contoh :my uncle is really kind person, That bird has very thin fur, etc.
4. Descriptive Text Memakai Thinking Verbs (kata kerja yang menggunakan pikiran, seperti beleive, think, etc.) dan Feeling Verbs (kata kerjayang menggunakan perasaan, seperti feel) untuk menggambarkan pendapat pribadi penulis tentang subjeknya.
5. Descriptive Text juga Memakai Adverbs (kata keterangan) untuk membagikan informasi tambahan mengenai perilaku atau sifat (Adjective) yang dijelaskan, misalnya: totally, extremely, & definitely

F. Metode Pembelajaran

- * Tanya jawab
- * penguasaan (resitasi)

G. Langkah-Langkah kegiatan Pembelajaran

- * The first meeting

1. Pre-activities (5 minutes)

- a. Given the Salam
- b. The Teacher greet the students and check the attendance list.
- c. The Teacher will divide the students pray before study
- d. Before starting the lesson By motivating the students in thinking about material “Descriptive of people” and the teacher will give some questions such as “ Do you love your mother ? , and what the characteristic of yours mother ?”

2. While-activities (80 minutes)

- a. The teacher will setting up a discourse or text are intact, logical and meaningful.
- b. The teacher will explain how about to implementation of small group discussion technique in reading comprehension in the class.
- c. The group starts by identifying any terms with which they are unfamiliar. Some members of the group may have some prior knowledge that will help the group.
- d. The students openly discuss the scenario and define the problem.
- e. The group brainstorms possible explanations or hypotheses which fit with the events/problems they identified.
- f. Some provisional explanations/conclusions are reached that would reasonably explain the essence of the case.
- g. The students formulate their learning objectives those aspects which the group have determined need further study.
- h. Working independently (or in pairs) the students use the resources available to them to achieve the learning objectives.
- i. The group meets again a few days later to pool the information they have gained from private study and discuss the case in the light of this new knowledge.

3. post-activities (5 minutes)

- a. The teacher will give the appreciation and motivation to the students
- b. Closing the lesson by praying and saying good bye.

*** the second meeting**

1. Pre-activities (5 minutes)

- a. Given the Salam
- b. The Teacher greet the students and check the attendance list.
- c. The Teacher will divide the students pray before study
- d. Before starting the lesson By motivating the students in thinking about material “Descriptive of people” and the teacher will give some questions such as “ Do you love your mother ? , and what the characteristic of yours mother ?”

2. While-activities (80 minutes)

- a. The teacher will setting up a discourse or text are intact, logical and meaningful.
- b. The teacher will explain how about to implementation of small group discussion technique in reading comprehension in the class.
- j. The group starts by identifying any terms with which they are unfamiliar. Some members of the group may have some prior knowledge that will help the group.
- k. The students openly discuss the scenario and define the problem.
- l. The group brainstorms possible explanations or hypotheses which fit with the events/problems they identified.
- m. Some provisional explanations/conclusions are reached that would reasonably explain the essence of the case.
- n. The students formulate their learning objectives those aspects which the group have determined need further study.
- o. Working independently (or in pairs) the students use the resources available to them to achieve the learning objectives.
- p. The group meets again a few days later to pool the information they have gained from private study and discuss the case in the light of this new knowledge.

3. post-activities (5 minutes)

- a. The teacher will give the appreciation and motivation to the students
- b. Closing the lesson by praying and saying good bye.

*** The third meeting**

1. Pre-activities (5 minutes)

- a. Given the Salam
- b. The Teacher greet the students and check the attendance list.
- c. The Teacher will devide the students pray before study
- d. Before starting the lesson By motivating the students in thinking about material “Descriptive of people” and the teacher will give some questions such as “ Do you love your mother ? , and what the characteristic of yours mother ?”

2. While-activities (80 minutes)

- a. The teacher wwill setting up a discourse or text are intact, logical and meaningful.
- b. The teacher will explain how about to implementation of small group discussion technique in reading comprehension in the class.

- q. The group starts by identifying any terms with which they are unfamiliar. Some members of the group may have some prior knowledge that will help the group.
- r. The students openly discuss the scenario and define the problem.
- s. The group brainstorms possible explanations or hypotheses which fit with the events/problems they identified.
- t. Some provisional explanations/conclusions are reached that would reasonably explain the essence of the case.
- u. The students formulate their learning objectives those aspects which the group have determined need further study.
- v. Working independently (or in pairs) the students use the resources available to them to achieve the learning objectives.
- w. The group meets again a few days later to pool the information they have gained from private study and discuss the case in the light of this new knowledge.

3. post-activities (5 minutes)

- a. The teacher will give the appreciation and motivation to the students
- b. Closing the lesson by praying and saying good bye.

*** The four meeting**

Last evaluation of cycle 1

H. Sumber/ Bahan/Alat

- 1. Bahan buku bahasa inggris kelas XI
- 2. kamus

I. Penilaian/Evaluasi

- 1. Evaluasi proses : Sikap dan kesungguhan siswa dalam proses pembelajaran.
- 2. Evaluasi akhir : Answer the question based on the text above and choose A, B, C, or D for the correct answer !!!

Read the text and answer the question 1 to 6 !!!!

My cat

We know, most cats look so cute and clean, so is my cat. My name is Bugel cat. My cat named Bugel because she looked so cute, tail Bugel and makes me always want to hug him and hug him every day. Do you want to know about my cat? Bugel I have gray fur and white. It is so soft. And makes me always want to hug him. He has beautiful eyes. Its tail Bugel.. And he also has sharp teeth and of course my scar. The whiskers in his mouth to make the funny. However, although he looks very cute and funny, when he's angry or want to catch prey such as mice, it is very scary for me. Claws are sharp and seem so long. Her voice sounded like a tiger also changed. I never approached him when he was angry. That cat Bugel.

- 1. what is the tittle above ?

- a. my dog
 - b. my bird
 - c. my cat
 - d. My house
2. What do we know about most cats
- a. dirty
 - b. good
 - c. bad
 - d. cute and clean
3. What is his name ?
- a. Bugel cat
 - b. baby cat
 - c. nano cat
 - d. princ cat
4. Why is his name Bugel cat ?
- a. because he looked bad
 - b. because he looked so cute
 - c. because he looked tall
 - d. all right
5. Does he have beautiful eyes ?
- a. yes
 - b. no
 - c. bad eyes
 - d. all right

A TOWN MOUSE AND A COUNTRY MOUSE

A Town Mouse and a Country Mouse were friends. The Country Mouse one day invited his friend to come and see him at his home in the fields. The Town Mouse came and they sat down to a dinner of barleycorns and roots the latter of which had a distinctly earthy flavour. The flavour was not much to the taste of the guest and presently he broke out with "My poor dear friend, you live here no better than the ants. Now, you should just see how I fare! My larder is a regular horn of plenty. You must come and stay with me and I promise you shall live on the fat of the land." So when he returned to town he took the Country Mouse with him and showed him into a larder containing flour and oatmeal and figs and honey and dates.

The Country Mouse had never seen anything like it and sat down to enjoy the luxuries his friend provided. But before they had well begun, the door of the larder opened and some one came in. The two Mice scampered off and hid themselves in a narrow and exceedingly uncomfortable hole. Presently, when all was quiet, they ventured out again. But some one else came in, and off they scuttled again. This was too much for the visitor. "Good bye," said he, "I'm off. You live in the lap of luxury, I can see, but you are surrounded by dangers whereas at home I can enjoy my simple dinner of roots and corn in peace."

- gave
him?
6. What was the town mouse's reaction to the food the country mouse gave him?
 - a. He thought it was not good enough
 - b. He thought it was spoiled
 - c. He thought it was delicious
 - d. He thought it was not good
 7. Why did the town mouse go to the country?
 - a. Because he had a meeting with a farmer
 - b. Because he wanted to buy some fruit and vegetables
 - c. So he could visit his cousin
 - d. He wanted to buy food
 8. What is the title above ?
 - a. rabbit
 - b. town mouse
 - c. elephant
 - d. Town mouse and a country mouse
 9. Are a Town Mouse and a Country Mouse were friends?
 - a. no
 - b. yes
 - c. may be
 - d. all right
 10. Who is see him at home in the fields ?
 - a. His friend
 - b. His brother
 - c. His neighbourhood
 - d. His aunt

Friend

His name is Kevin Anggara, Kevin Anggara is my classmate, he has tall body, he is 170 cm, he has straight black hair, he has oval face, he has small eyes, he has sharp nose, he has thick lips, he has dark brown skin, he has thin body, he always wears black shirt, he is kind, he is smart, he is helpful, he is generous, and he is diligent.

11. Who isKevin Anggara ?
 - y. Classmate
 - z. Friend
 - aa. Servant
 - bb. Father
12. How tall is his body ?
 - y. 185 cm
 - z. 161 cm
 - aa. 170 cm
 - bb. 150 cm
13. What is the title above ?

- y. Friend
- z. Brother
- aa. Classmate
- bb. Putry

14. What is synonym of delligent ?

- y. Clever
- z. Noughty
- aa. Bad
- bb. Good

15. What is the Antonym of Small eyes ?

- e. Tin eyes
- f. Big eyes
- g. Long eyes
- h. Hight eyes

J. Pedoman penilaian

No	Kriteria Penilaian	Nilai
1.	<ul style="list-style-type: none">Siswa mengikuti KBM dengan tertib pakain Rapi dan tidak ribut.	20
	<ul style="list-style-type: none">Siswa mengikuti proses KBM dengan kurang tertib, Pakaian kurang rapidan bicara di kelas.	10
	<ul style="list-style-type: none">Siswa mengikuti KBM dengan tertib, Pakaian tidak rapi dan berbicara didalam kelas.	0
2.	Ksungguhan : <ul style="list-style-type: none">Siswa dapat memahami serta ,menjawab pertanyaan tentang materi yang telah dijelaskan.	20
	<ul style="list-style-type: none">Siswa memperhatikan ketika guru menjelaskan materi di dean kelas.	10
	<ul style="list-style-type: none">Siswa tidak memperhatikan, menjawab dan memahami tentang materi yang telah di jelaskan.	0
3.	Test : <ul style="list-style-type: none">Instrument soal 15 multiple choice dengan 1 soal bernilai 4.	60
Total score Nilai		100

Guru Mata pelajaran

Suherman Gunawan,S.pd.I

Lampung, April 2016
Peneliti

Anrizan
Nim :212323873

Mengetahui
Kepala Madrasah

Achmad Riva'ie, s.sos. MM

TRY OUT				Key answer			Cycle I	
				Pre-Assessment				
1.A	11.A	21.A	31.B	1.C	11.A	21.B	1.B	11.B
	21.B							
2.A	12.A	22.B	32.A	2.B	12.A	22.A	2.A	12.C
	22.C							
3.C	13.A	23.A	33.C	3.B	13.B	23.C	3.C	13.D
	23.C							
4.B	14.C	24.A	34.A	4.C	14.B	24.A	4.A	14.A
	24.C							
5.D	15.C	25.C	35.A	5.D	15.A	25.A	5.A	15.C
	25.B							
6.B	16.D	26.C		6.A	16.C		6.B	16.A
7.C	17.A	27.A		7.C	17.C		7.A	17.A
8.D	18.A	28.A		8.A	18.A		8.A	18.C
9.A	19.B	29.D		9.A	19.A		9.A	19.A
10.C	20.B	30.B		10.C	20.B		10.B	20.A

Cycle II

1.B	11.A	21.A
2.A	12.B	22.C
3.A	13.A	23.C
4.D	14.A	24.B
5.A	15.C	25.C
6.A	16.A	
7.C	17.B	
8.C	18.B	
9.A	19.A	
10.A	20.C	

Cycle III

1.A	11.B	21.B
2.B	12.B	22.D
3.D	13.A	23.C
4.D	14.D	24.A
5.A	15.D	25.A
6.D	16.C	
7.D	17.A	
8.C	18.A	
9.D	19.C	
10.A	20.A	

SILABUS PEMBELAJARAN

Nama Sekolah : MTs Raudhtul ‘ulum

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : VIII

Materi Pelajaran : Descriptive text

Standar Kompetensi : Reading

Memahamidanmeresponmaknadalamteks monolog/esei yang menggunakan ragam bahasa tulis secara akurat dan lancar.

Kompetensi Dasar	Materi Pembelajaran	NilaiBudaya&KarakterBangsa	Kewirausahaan/EkonomiKreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
7.1 Mengungkapkan makna dalam teks monolog/ese	Descriptive Text	▪ Religius, jujur, toleransi, disiplin, kerjakeras,	▪ Percayadiri (keteguhan hati, optimis).	• Menjelaskan secara rinci tentang	• Mampumengertidanmemahamitentang	▪ Latihan ▪ Penger	8 x 45 menit	▪ Bukupelajar ▪ Lembar

Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan / Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
<p>isi yang berbentuk Descriptive text secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan</p>		<p>mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial,</p>	<ul style="list-style-type: none"> ▪ Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). ▪ Pengambil resiko (suka tantangan, mampu memimpin) ▪ Orientasi ke masa depan (punya 	<p>descriptive text</p> <ul style="list-style-type: none"> • Menjelaskan tentang main idea dari suatu descriptive text • Menjelaskan langkah-langkah retorika dalam menulis descriptive 	<p>descriptive text</p> <ul style="list-style-type: none"> • Mampu mengidentifikasi main idea of the paragraph in descriptive text • Mampu menunjukkan langkah-langkah 	<p>ujian Rumah</p>		<p>Kerjasama (LKS)</p> <ul style="list-style-type: none"> ▪ Internet

Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan / Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
		tanggungjawab	perspektif untuk masa depan)	<p>text</p> <ul style="list-style-type: none"> Menjelaskan dan memberikan beberapa example of notice 	<p>orika menu lis descriptive text, mampu mengidentifikasi informasi tersirat dan makna dalam descriptive text.</p> <ul style="list-style-type: none"> Mampu menuliskan 			

Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan / Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
					<p>imatdeng nbaikdanb enar (sentence based writing)</p>			

SILABUS PEMBELAJARAN

Nama Sekolah : MTs Raudhtul ‘ulum

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : VIII

Materi Pelajaran : Descriptive text

Standar Kompetensi : Reading

Memahamidanmeresponmaknadalamteks monolog/esei yang menggunakan ragam bahasa tulis secara akurat dan lancar.

Kompetensi Dasar	Materi Pembelajaran	NilaiBudaya&KarakterBangsa	Kewirausahaan/EkonomiKreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
7.2 Mengungkapkan makna dalam teks monolog/ese	Descriptive Text	▪ Religius, jujur, toleransi, disiplin, kerjakeras,	▪ Percayadiri (keteguhan hati, optimis).	• Menjelaskan secara rinci tentang	• Mampumengertidanmemahamitentang	▪ Latihan ▪ Penger	8 x 45 menit	▪ Bukupelajar ▪ Lembar

Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan / Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
<p>isi yang berbentuk Descriptive text secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan</p>		<p>mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial,</p>	<ul style="list-style-type: none"> ▪ Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). ▪ Pengambil resiko (suka tantangan, mampu memimpin) ▪ Orientasi ke masa depan (punya 	<p>descriptive text</p> <ul style="list-style-type: none"> • Menjelaskan tentang main idea dari suatu descriptive text • Menjelaskan langkah-langkah retorika dalam menulis descriptive 	<p>descriptive text</p> <ul style="list-style-type: none"> • Mampu mengidentifikasi main idea of the paragraph in descriptive text • Mampu menunjukkan langkah-langkah 	<p>ujian Rumah</p>		<p>Kerjasama (LKS)</p> <ul style="list-style-type: none"> ▪ Internet

Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan / Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
		tanggung jawab	perspektif untuk masa depan)	<p>text</p> <ul style="list-style-type: none"> Menjelaskan dan memberikan beberapa example of notice 	<p>orika menu lis descriptive text, mampu mengidentifikasi informasi tersirat dan makna dalam descriptive text.</p> <ul style="list-style-type: none"> Mampu menuliskan 			

Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan / Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
					<p>imatdeng nbaikdanb enar (sentence based writing)</p>			

SILABUS PEMBELAJARAN

Nama Sekolah : MTs Raudhtul ‘ulum

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : VIII

Materi Pelajaran : Descriptive text

Standar Kompetensi : Reading

Memahamidanmeresponmaknadalamteks monolog/esei yang menggunakan ragam bahasa tulis secara akurat dan lancar.

Kompetensi Dasar	Materi Pembelajaran	NilaiBudaya&KarakterBangsa	Kewirausahaan/EkonomiKreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
7.3 Mengungkapkan makna dalam teks monolog/ese	Descriptive Text	▪ Religius, jujur, toleransi, disiplin, kerjakeras,	▪ Percayadiri (keteguhan hati, optimis).	• Menjelaskan secara rinci tentang	• Mampumengertidan memahami tentang	▪ Latihan ▪ Pengerjaan	8 x 45 menit	▪ Bukupelajar ▪ Lembar

Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan / Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
<p>isi yang berbentuk Descriptive text secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan</p>		<p>mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab</p>	<ul style="list-style-type: none"> ▪ Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). ▪ Pengambil resiko (suka tantangan, mampu memimpin) ▪ Orientasi ke masa depan (punya 	<p>descriptive text</p> <ul style="list-style-type: none"> • Menjelaskan tentang main idea dari suatu descriptive text • Menjelaskan langkah-langkah retorika dalam menulis descriptive 	<p>descriptive text</p> <ul style="list-style-type: none"> • Mampu mengidentifikasi main idea of the paragraph in descriptive text • Mampu menunjukkan langkah-langkah 	<p>ujian Rumah</p>		<p>Kerjasama (LKS)</p> <ul style="list-style-type: none"> ▪ Internet

Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan / Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
			perspektif untuk masa depan)	text <ul style="list-style-type: none"> Menjelaskan dan memberikan beberapa example of notice 	orika menu lis descriptive text, mampu mengidentifikasi informasi tersirat dan makna dalam descriptive text. <ul style="list-style-type: none"> Mampu menulis 			

Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan / Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
					kalimat dengan baik dan benar (sentence based writing)			

Dokumentasi



Pre-assesment



Small group discussion



Small group discussion



Test Cycle III



Foto bersama kelas VIII A



Foto bersama Guru Bidang Study Bahasa Inggris di MTs RU



YAYASAN RAUDHATUL ULUM
MTs. RAUDHATUL
ULUM

Alamat. Pekon Tanjung Raya Kec. Pesisir Selatan Kab. Pesisir Barat
Hp. 082377788827

SURAT KETERANGAN REKAN SEJAWAT

Yang bertanda tangan dibawah ini :
Nama : Suherman Gunawan, S.pd.I
Jabatan : Guru Bidang Study Bahasa Inggris
Sebagai rekan sejawat, yang membantu pelaksanaan penelitian
sebagai observer pada penelitian yang dilaksanakan oleh :
Nama : Anrizan
Nim : 2123238763
Jurusan : Tarbiyah
Program studi : Tarbiyah dan Tadris
Prodi : S.1 Pendidikan Bahasa Inggris (PBI)
Judul Skripsi : **“THE IMPLEMENTATION OF SMALL GROUP
DISCUSSION TECHNIQUE TO IMPROVE STUDENTS
READING COMPREHENSION (A Class Action Reseach
at The Eight Grade of MTs Raudhatul ‘ulum Desa Tanjung
Raya Kecamatan Pesisir Selatan Kabupaten Pesisir Barat)”**.
Demikianlah Surat Keterangan ini dibuat agar dapat digunakan sebagaimana
mestinya.

Pesisir Barat, 06 Juni 2016
Guru Bidang Studi

Suherman Gunawan, S.pd.I



YAYASAN RAUDHATUL ULUM
MTs. RAUDHATUL
ULUM

Alamat. Pekon Tanjung Raya Kec. Pesisir Selatan Kab. Pesisir Barat

SURAT KETERANGAN TELAH MELAKSANAKAN
PENELITIAN

Nomor : MTs. Ru / VI / 2016

Yang bertanda tangan dibawah ini kepala Madrasah Tsanawiyah Raudhatul 'Ulum (MTs Ru) Kabupaten Pesisir Barat, menerangkan bahwa :

Nama : Anrizan
Nim : 2123238763
Program studi : Tarbiyah dan Tadris
Prodi : S.1 Pendidikan Bahasa Inggris
Judul Skripsi : **“THE IMPLEMENTATION OF SMALL GROUP DISCUSSION TECHNIQUE TO IMPROVE STUDENTS READING COMPREHENSION (A Class Action Reseach at The Eight Grade of MTs Raudhatul 'ulum Desa Tanjung Raya Kecamatan Pesisir Selatan Kabupaten Pesisir Barat)”**.

Bahwa Nama tersebut diatas benar-benar telah melaksanakan penelitian di Madrasah Tsanawiyah Raudhatul 'Ulum Pekon Tanjung Raya Kecamatan Pesisir Selatan Kabupaten Pesisir Barat dari tanggal 18 April s/d 02 Juni 2014.

Demikianlah Surat Keterangan ini di buat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Pesisir Barat, 06 Juni 2016
Kepala Sekolah Madrasah

Achmad Riva'ie, S, Sos, MM.