USING SMALL GROUP DISCUSSION TECHNIQUE IN TEACHING READING COMPREHENSION
(A Study At SMAN 1 Darul Makmur)

THESIS

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2018/1439 H

THESIS

Submitted to the Faculty of Tarbiyah and Teacher Training of UIN
Ar-Raniry Banda Aceh as a Partial of Fulfillment of the
Requirements for Sarjana Degree (S-1)
on Teacher Education

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It has been defended in *Sidang Munaqasyah* in front of the council of
Examiner for working paper and has been accepted in partical Fulfillment of
the Requirements for *Sarjana* Degree S-1 on Teacher Education

On:

Friday, February 09th, 2018
Jumadil Awal 21th, 1439 H

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ACKNOWLEDGMENT

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillah, all praises due to Allah SWT, Who has blessed and given me the chance, health and strength in writing and finishing this thesis. Prayer and salutation be upon the beloved prophet Muhammad SAW, his companions and his faithful followers who strive in Allah's religion, Islam.

I dedicate my greatest gratitude to both of my supervisors Abdul Manar M.Hum and Dr. Maskur. MA for their valuable time, worthy advice and all guidance during the process of my thesis. My gratitude also goes to lecturers, especially the lecturers of the Department of English Language Education who have taught and guided me during the study.

I also dedicate my deepest gratitude to my mother Ratongah as the best motivator in this world, thank for her love and to my beloved brother Ahmad Jamil and my sisters Rosminah, Siti Zulaikah and Siti Naimah.

I never forgot to give my special gratitude to my beloved people behind of scene Munira, Riska, Nyak, Munir, Elfi, all my friend 1 B, and PBI 2013 and many others I cannot mention, who always cheer me up in running the days and encourage me in completing this thesis. May Allah SWT bless you all.

After all, I admit that this thesis is still far away from perfection, I will be very pleased to hear any comment, critics and suggestion for the better result and I hope that this thesis will give benefits for educational sector.

Banda Aceh, February 6th, 2018

Nur Indah

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ABSTRACT

This research is entitled "Using Small Group Discussion Technique In Teaching Reading Comprehension" . The purpose of this research is to know student's response in applying small group discussion technique in teaching reading comprehension, and to know the impact Small Group Discussion have on students' reading comprehension learning. To find the data, the researcher used pre-experimental teaching. The researcher conducted the experimental teaching for four meetings at SMAN 1 Darul Makmur Nagan Raya. The population and the sample of this research are all of the first grade students Xc of SMAN 1 Darul Makmur Nagan Raya, which the number of them was 20 students. The result of this research, the researcher found that using small group discussion technique can improve reading comprehension. The students have positive responds towards the Small Group as away to improve student ability in reading comprehension. It can be seen that, there is significant differences between the result of pre-test and post-test. The result of pre-test was 38,5 and the result of post-test was 75. Then, the questionnaire results of student respond was 99,22 and students unresponsive was 7,78. The result of the t score was 9,30 an the t table was 1,72. In this case, the improvement shown before and after applied small group discussion technique. It indicated that the t score is higher than t table 9,30>1,72. It means that, using small group discussion technique can help student to improve reading comprehension, especially at the first grade students of SMAN 1 Darul Makmur Nagan Raya.

Keywords: Small Group Discussion Technique, Reading Comprehension

CHAPTER I

INTRODUCTION

A. Background of study

English is one of the languages that must be learned by all of students from elementary school to university level. There are four skills of language : listening, reading, speaking, and writing. Students have to be able one of them, For example, the students have ability in reading. In learning reading, there are certain skills that students have to make a good pronunciation, fluency and comprehend about text. Reading is very important because every activity in the classroom always has relationship with reading. According to Sukirah Kustaryo (1998) "Reading is a process of making sense of written text through meaningful interpretation in relation to reader's use of text and experimental/conceptual background for concept of written language, story structure, purpose and content of what is read".

Reading always comes along with comprehension. According to Texas Reading Initiative (2002) as citied in Yulisa Putri (2013) "the purpose of reading is comprehension or to get meaning from written text. Similar to this, L.A Hill (1998:9) as citied in Cut Arni, USM 2012 "Reading Comprehension is an important aspect of reading skill, it stressed on understanding, recognizing ideas and getting information with concentrating activities". Comprehension in reading becomes important because it makes the readers have understood what they read.

In other words, their reading is not useless. Reading comprehension is defined as the level of understanding of a text.

Moreover, In teaching reading teacher should make the students more active in accordance with the purpose of learning. To make a student more active and classroom condition come true, the researcher is suggested to try applying technique in teaching reading, such as discussion. This technique can make students become more active and make classroom ambience controlled as appropriate with the purpose of learning. Discussion technique can collaborated with small group method to support children as readers and thinkers.

According Kenz and Greg (2000:4) Small group is a small member of human, work together through interaction whose interdependent relationship allows them to achieve a mutual goal. The students can work together in solving their problems or they can answer the question from the teacher". Sagala (2008: 20) says that group discussion is more effective if the group consisted of 3-4 students; enable students to give their opinions or ideas to other students easily. In a group, the students are free to talk and to discuss the solution to answer the questions because they do not accomplish their tasks individually.

> Small groups that will help children to: a) read with engagement and enthusiasm, b) read strategically, c) engage in meaningful, invigorating conversations about books, d) read fluently and with expression, e) read increasingly more challenging text. Serravallo (2010: 3)

Simillar researcher conducted by Maghfuroh. The student of Language And Art Faculty State Uneversity investigated implementation of small group

discussion to improve the students' reading skill. The result showed that the student readig skill can improve by implementing small group activities.

Izabel Sliman at New England Uneversity investigated the effect of small group in teaching class. He said that, it was also provide opportunity for cooperative and collaborative learning for understand reading, exploring, and solving problems or developing higher order cognitive skill. The result showed that small group discussion can help student in comprehending reading.

Kaspin at Semarang institute investigated implementation of small group discussion method in fiqh course. The result showed that, there was positive effect of the senior high school students in reading performance for self-assessment requirement in small group technique.

Besides, they had similar research with the researcher. Therefore, the researcher would like to conducted the research that is different from the researcher mention before.

But in fact, best on the result of primary study conducted by the writer in SMAN 1 Darul Makmur, there is several faced by student, Most of the students Senior high school which has still confused to comprehend an English text. This condition caused several problems such as when the students just learn about English text, they are only given the text based on the text provided in the book. Then, they are asked to analyze and comprehend the text itself. Then, the method was applied by the teacher rather less interest, because when the teacher teach

English text she still using the teacher center method. So, it makes the students bored and less attention when the teacher's explain the material.

Based on the explanations above, The researcher interests to conduct research by the title Using Small Group Discussion Technique In Teaching Reading Comprehension a study at SMAN 1 Darul Makmur.

B. Research Questions

Based on the explanation above the researcher formulates two research problems in this study as follow:

1. How are the student's response toward Small Group Discussion Technique in teaching reading comprehension?
2. What impact does Small Group Discussion have on students' reading comprehension learning?

C. The aim of study

The researcher states the aim of study as follows:

1. To know the student's response toward Small Group Discussion Technique in teaching reading comprehension
2. To know the impact Small Group Discussion have on students' reading comprehension learning?

D. Hypothesis

The hypothesis of this research are :

H_a : using small group discussion technique can improve students reading comprehension

H_0 : using small group discussion technique does not improve students reading comprehension

E. The significance of study

The significance of study can be drawn as follows:

For students

1. Using Small Group Discussion Technique can help students in learning reading

2. Using Small Group Discussion Technique can develop students ability to solve their problem in reading

For teachers

1. Provide an alternative method of learning to improve student achievement.

2. Maximize the performance of teachers in order to improve quality in learning English.

For researchers

This study would be a reference in the development of service system especially in reading comprehension.

F. Terminology

1. Small group discussion

Small group discussion is a process of learning by dig discussion in a small group and consist of 2 or 4 members with the purpose of enabling students to have skills to troubleshoot related problems faced I the process of teaching learning.

2. Reading comprehension

Reading comprehension is not just reading with loud voice but reading is established to understand the meaning of words, sentences and paragraphs. If a student just read loudly but cannot understand the content of the text, it means that he fails in comprehending the passage Simanjuntak (1988). In other word Reading comprehension is a process in which information from the text and the knowledge possessed by the reader act together to construct meaning.

CHAPTER II

REVIEW OF LITERATURE

A. Small Group Discussion

1. Understanding of Small Group Discussion

Small group is a technique to collect the students in one community. Arends (1997: 201) states that discussion gives students public opportunities to talk about and play with their own ideas and provides motivation to engage in discourse beyond in the classroom. It is supported by Wu (2008) who states small group discussion could stimulate students to be involved in the active process of constructing knowledge.

According to Sanchez (2009) Small group as having at least three or no more than twelve or fifteen members, each group consisted of 3-6 students. The technique provides the students to have an active participation in learning process that removes time. Distance and other barriers to learning students can relate to each other in circle. Thus, improve the students' achievement and communication. Furthermore, during group discussion, students learn from each other, whether consciously or unconsciously. So, the confidence will grow little by little as students successfully share ideas and experience when they do work together.

2. The Technique of Small Group Discussion

Dobson (1981: 62- 63) as quoted by Antoni (2014: 56) explains that discussion techniques for use in small group discussion are outlined as follows:

First, Divide the class into small group of three to four students each. Give each group a different discussion topic that will necessitate outlining of several important points. Have one student in each group to write down these points as they emerge from discussion by group members.

Second, Allow the groups to discuss their respective topic for at least 10 minutes. When group member have finished their discussion, they should elect a spokesman who will report on the group collective thoughts to entire class.

Third, Call on the spokesman of one of the groups. After he gives a short presentation (five minutes or so), class members should question him or anyone else in the group in view point expressed. You can help general discussion along by addressing your own questions to members of the group.

Follow some procedure with the remaining groups until all groups have given their presentation. The teacher's help students do the activity until the end.

3. Advantages and Disadvantages of Small Group Discussion

There are the several of advantages of small group discussion:

a. Enhances the students' motivation in joining the reading class.

According to Nuttal (1985: 162) who stated that by dividing the class into groups you make it possible for students to help one another, and in successful groups, the interaction that takes place and one low achievement students. They have same responsibility in discussing. They can share ideas and help each other to do the task

and understanding the text. If one member of the group gives opinion, their friend should give a comment. It helps the students become active.

b. It makes the students become active participant in learning reading.

Richard & Jones (1989: 84) state: Small groups facilitate active participation and should be primary form of classroom form of classroom organization when reading is the vehicle of learning. Students produce more ideas, participate more and take greater intellectual risks in small group or team learning situation.

c. It makes the class atmosphere become comfortable, interesting, and more relaxing.

The students in SGD can work together, share their experiences, ideas, opinion and help each other to do the task and understanding the text with their friend. This condition makes students interested and enjoy following the lesson.

Harmer (1991:245) states that working in a group is potentially more relaxing than working in pairs, for the latter put greater demand on the students' ability to cooperative closely with other person.

d. It gives a chance to share and exchange information for students in the class.

Alexander (1957: 56) states that group discussion provide meaningful learning. In group situation where questions and comments are encouraged, learners have the opportunity to ask about what they do not understand, to get other's ideas, to attack meaning to what might otherwise be meaningless.

Jones (2007: 11) suggested two disadvantages of small group discussion as follows:

a. The situation of classroom is noisy when the students make groups.

They talk to each other when they look for their group friends. They are also busy with their new teams and where they want to sit. This condition made the situation class noisy.

b. The students speak in their native language.

B. Brief Discussion On Reading Comprehension

1. The understanding of reading

The definition of reading is important to understand before starting to discuss reading comprehension its self. Gibbon (1993:51) stated that reading is the process of getting meaning from print. It means that reading is an activity to get information from the written text. In this activity, there is interaction between the author and the writer because the writer delivers their idea to the readers through the texts. The reader can also improve their understanding through reading activity. In this case, reading is very useful activity that is suggested to be done as a habit for everybody because reading will enlarge their knowledge about something.

According to Oxford dictionary (1991:2009) reading is an activity to look at and to understand the meaning of the written on printed word or symbol. So reading generally in ability to achieve meaning from a written material or it might be from of communication between a reader and a writer. It is one of important activities in human life. By reading, people not only can get a knowledge and meaningful information but also increase his knowledge.

In addition, According to Hodgson reading is a process done by the reader to get message conveyed by the writer through written representation. Reading is an exercise dominated by the eyes and the brain. The eyes receive the messages and the brain then has to work out the significance of these messages. Furthermore, Frank G Jennings (1165:11) states in his book that reading is the art of transmitting the ideas. Facts and feeling from the mind and soul of an author to the mind and soul of reader, with accuracy and understanding, much more.

Based on theories above, it would be concluded that reading is an active process of constructing a set of meanings by the reader toward the test by involving the ability to find what the writer's purpose. Reading is actually a sort conversation between a writer and a reader. Author's message will be means of communication if only the reader can reach and interpret what the author actually says or means.

2. The understanding of reading comprehension

Peter Westwood (2012) stated that Reading comprehension is the process of making meaning from the text. The goal therefor is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences.

Grellet (1998:3) presents that reading comprehension is an understanding a written text means extracting the required information from it as efficiently as possible. According to Farris (2004:321) reading comprehension is the process of understanding message that the author is trying to convey.

White (1997:22) defines that the comprehension involves more than simple decoding. It involves recognizing the significance of the message, understanding intentions of the writer, and going beyond what is written to guess hidden, unstated or implied meanings, related to reading comprehension.

Another definition comes from While Adam (in Howel, Fox, Morehead, 1993:182) He defines that reading comprehension is an interactive process, though which the reader uses code, context analysis, prior knowledge, vocabulary, and language, along with executive control strategies, to understand text.

From all definition above, it can be synthesized that reading comprehension is someone's ability in understanding the message from the written text. The readers who are good in comprehending can organize between their background knowledge and the message in the text and deciding on the process needed to meet their purpose of reading. The comprehending process which is focused on how it works guides the readers to comprehend a reading text systematically. During this process, The reader combine his language skills, background knowledge and strategies to determine the meaning. Be sides, the reader emphasized the importance of prior knowledge and reading skills in order to find information in the text.

3. The purpose of reading comprehension

According to William (2009:8) there are some major purposes of reading and how to read it efficiently in his book *reading in a second language : moving from theory to practice,* there are :

From the definition and the statement above, it can be concluded that definition of reading comprehension is the process of interaction between a reader to get information from the text and to form an interpretation and to draw a conclusion of that information. The delivery of ideas, opinions, or feelings in some important aspects of the process which a writer's idea become real to reader.

a. Reading to search for information

Reading to search from information is done by some people because they need to certain information or idea in the text. It is usually done by the students who read the text to do the worksheet or exercise. when a student wants to search or locate some specific information, She/he engages scanning and skimming. Because scanning is identifying a specific graphic form and skimming is building a simple quick understanding graphic form.

b. Reading to learn

Reading to learn is reading process where the reader the text because there is essential information or idea which is useful for their future in the text. It is often carried out in academic or professional context. In this reading purpose, the reader needs long time for reading text, because he or she has to remember the main idea and connects is to their knowledge.

c. Reading to integrate information

In reading to integrate information, the reader unites the information from multiple text of different parts of a long text. This purpose of reading is more complex or difficult than reading to learn. The key differences from reading to learn

are that the reader has to evaluate the information and has to create his/her own organizational. The information may be presented through comparison-contrast, descriptive listing or problem solving.

d. Reading to evaluate, critique, and use information

Reading to evaluate, critique, and use information is in order to make a decision about which aspects of the text are most important, most persuasive or most controversial. Reader needs do decide how to relate the certain information with other information inter textually and with their prior knowledge. Besides, the reader has to construct a careful understanding of the text this purpose of reading is usually use to critique or evaluate the writing.

e. Reading for general information (reading for interest or reading to entertain)

Reading for general information is the reading process where the reader wants to know many things from the text. This reading purpose is similar with reading for interesting or entertaining, such as reading novel, newspaper, and magazine. It is usually done in relaxing or in pleasure time.

It is important for students to know the purpose of reading when they are reading the written text, because the students will use an appropriate strategy in reading. But, sometimes even the students know strategy for reading they are still bored in reading especially in the classroom. The students need another activity besides reading itself.

4. Text types in reading

According to Gramley and patzlod (2004:153) in second edition of their book *A Survey of Modern English,* there are five major text types used in reading text: narrative text, descriptive text, directive text, expository text, and argumentative text.

a. Narrative text

Narrative texts have to do with real world events in time. It is immaterial whether a narrative is fictional *(as in fairy tale or novel)* or nonfiction *(as in newspaper report)* what is characteristic is the sequencing of events in which dynamic verbs occur in the simple form and which sequencing adverbials such as *and then* or *first, second, third* provide the basic narrative structure *e.g. first we packed our bags and then we called a taxi. After that we*……etc.

b. Descriptive text

In contrast, it concerned with the location of persons and things in space. For this reason they will tell what lies to the right or left, in the background or foreground, or they will provide background information which, perhaps, sets the stage for narration. Once again it is immaterial whether a description is more technical-objective or more impressionistic-subjective. State or positional verbs plus the appropriate adverbial expression of locations are employed of descriptions *(The operation panel is located in the right-hens side at the rear." New Orleans lies on the Mississippi). Perfect and progressive forms typically give background information (he was peacefully dreaming when the fire broke out," as the cabinet has agreed on the principles, an inerrministerial committee will work out the details).*

c. Directive text

Directive text is concerned with concert future activity. Central to such text are imperatives *(hand me the paper)* or forms which substitute for them, such as polite question *(would you hand me a paper?,* etc.

d. Expository text

Identify and characterize phenomena. As such they include text forms such as definitions, explication, summaries, and many types other. On the other hand expository text may process in the opposite, synthetic direction as well, recounting characteristics and ending with an appropriate concept or conclusion, as in summaries which exist as the sum of the parts. Typically synthetic construction which may be appropriately expanded when forming expository text are identifying statement with epistemic modals *(text may consist of one or more sentences),* or with verbs indicating characteristic activities or qualities *(fruit flies feed on yeast; most geraniums are red).*

e. Argumentative text

Start from the assumption that the reader's believe must be change. A writer might therefore begin with the negation of a statement which attributes of quality or characteristic activity to something. Event when a scholarly text provides positive support for a particular hypothesis there is almost always at least implicit negation of previous assumptions. Advertising text, often at the extreme opposite pole of academic text in terms of style, also try to persuade their readers that a particular product is somehow better than others. At least implicitly.

C. Teaching Reading Comprehension By Using Small Group Discussion Technique

According to Jennifer, S (2010) there are three steps that can help teacher in teaching reading by using small group discussion technique in class room activities: pre-teaching, whilst teaching, and post teaching.

a. Pre-teaching

The first step to begin the learning activities is pre-teaching. In pre-teaching the teacher opened the learning class with greetings then the teacher tried to encourage the students to remember what they have learned at the previous meeting. The teacher drew students attentions with a question that could make the students interested in reading the material summary.

b. Whilst teaching

Whilst teaching is the point of the learning in classroom activity. In whilst teaching, the teacher divided the students in group to do discussion with each other. In discussion activities, has the following process: pre-discussion activities, whilst discussion activities and post discussion activities.

1) Pre-discussion activities

The teacher conveyed the topics to be discussed for example narrative text. The teacher provided a short explanation about the narrative text as well as gave an example. So in this class the teacher guided the students to discuss the narrative exercises in group.

2) Whilst discussion activities

The teacher instructed the students to begin reading text and answered the question in each group. The teacher and students were in the interactive learning activity. The students were active to ask a question, and the teacher gave responses to make it clear

3) Post discussion activities

The teacher collected the worksheets of each groups. Then she clarified the students result. But she was not asking some oral questions to member of groups because of the timing of the reading class is finished.

c. Post teaching

The teacher mostly closed the teaching activities by greetings and questions.

Based on the researcher summarized that the teacher has an important role in controlling and observing the groups to make sure that all member were participating in discussion activity. Procedure of discussion was needed to manage the discussion steps in learning development. For first grade students, discussion helped to answer the question easier. They can share the answer with their members in their own group without embarrassed one each other in whilst discussion activities. The teacher also given responses and clarifications if the students asked a question or did debate in presentation with other groups in class discussion.

CHAPTER III

RESEARCH METHOD

A. Research methodology

In this research, The researcher collected the data by quantitative. In quantitative the researcher did the experimental teaching because the researcher applied small group discussion technique in teaching reading comprehension a study at SMAN 1 Darul Makmur. The researcher focused on pre-experiment. In this reasearch the researcher divided the students into one group pre-test and one group post-test. The researcher applied small group discussion. The researcher teaching in 4 times. Then the researcher used test and questionnaire to measure.

Therefore, two kinds of the test in this research, which are, Pre-test and Post-test. The last intend are to find out and explore the student's ability in reading comprehension by small group discussion. First, the researcher gave the pre-test to the students in order to measure their ability in reading comprehension. Then, the researcher gave treatment. The treatment conducted four days. And the end, the researcher gave the post-test to the students in order to see the significant differences.

B. Research Design

According to Sukardi (2003:179) The design of the study is consider as the strategy to arrange the ground of the research on the characteristic of the variable and the objectives of the research that researcher obtained a valid data. In this study, the

writer performed a quantitative research which is defined as a systematic method operated to develop the relation of causal-effect relationship. The writer used test and experimental teaching as a technique to collect the data. To support this research, the writer applied statistical formula to analyze the data.

C. Population and Sample

1. Population

According to Arikunto (2010:186) population is entire group of entities or persons to whom the results of a study are intended to apply. The Population of this research is first grade students who study at SMAN 1 Darul Makmur academic year 2017-2018. The number population of this study is 20 students who are composed of 1 class consist of Xc class.

2. Sample

According to Arikunto (2010:53) Sample is part of population. In this case the sample of this study is student Xc class in SMAN 1 Darul Makmur with the number of student were 20 students. This is based on Arikunto (2003), He said that if the subject is less than 100, it is suggested to take whole population. If the subject more large, it can be taken between 20-25%. The researcher take the sample by using pruposive sampling. Puropsive sampling is takes the sample through certainly consideration.

D. Technique of Data collection

1. Test

According to Brown (2004:3) test is a method of measuring ability of person, knowledge, or performance in a given domain. In this research, the researcher measuring the student's ability by giving Banyuwangi text as the test.

The researcher gave two kinds of test, those are pre-test and post-test. The pre-test was given to recognize to students ability in comprehending the reading text. It was given in the first meeting, before the treatment conducted. Besides, post-test was given after the researcher conducted the treatment in the classroom. The result of pre-test and post-test would be compared to know the students' ability before and after applying the small group discussion technique in learning reading. It would show whether the student's comprehension of reading text or not.

2. Questionnaire

In this research, the students were given the questionnaire to find out their perception about teaching reading by using small group discussion technique during several meetings. It consisted of twelve questions was formed in multiple choices and written in Bahasa. This questionnaire was only given for the experimental class to find their perceptions about studying reading comprehension by using small group discussion technique.

3. Experimental teaching

To gain the data, the writer performed experimental teaching at SMAN 1 Darul Makmur. The writer conducted the research about small group discussion in teaching

reading. It was conducted for 4 meetings and allocation time for each meeting was 45 minutes. In the first meeting, the writer gave students the pre-test in order to obtain the data of student ability before applying small group discussion technique. Then the writer giving the treatment the students. And then the students would be given post-test in the last meeting to examine whether the small group discussion technique could affect the student ability in comprehending the reading text.

E. Technique Of Data Analysis

1. Questionnaire

The questionnaire would be analyzed by using the following formula as stated by Anas (2002):

$$P = \frac{F}{N} \text{x}100\%$$

Where:

P = Percentage

F = Frequency

N = The number of sample

2. The test (pre-test and post-test)

The data which gained from the pre-test and post-test were analyzed by using the t formula in standard of significant 0,05. The researcher used the theory of Arikunto (2014:349) in gaining the results. The procedures to find out the t score as follows:

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}}$$

where:

      t   = find the result

      Md   = mean defereces of pre-test and post-test

      $\sum x^2 d$ = amount of deviati quadrate

      N   = the subect on sample

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Brief Description of Research Location

1. The school

The location of school is adressed on Jl. Nasional Meulaboh-Tapak Tuan, Nagan Raya.

SMAN 1 Darul Makmur has permanent building consisting of one headmaster offices, two teacher offices, one computer laboratory, one biology laboratory, one mousque, one posted guard, one school cooperation, one library, two parking area and three canteen. There is also has five the field of sport. Which has one field of football mini, one field of football, one field of badminton, one field of bascet ball, and one field of folly ball.

For teaching learning process SMAN 1 Darul Makmur has eighteen classroom. Which has six classes are for the first grade, seven classes are for the second grade, and five classes for the third grade. Furthemore, it has a facilities that can accelerate students' motivation and support them to study and to do other activities. For example, the school also has laboratory that provides some facilities that can help students to learn biology or computer. Then, the field of sport, It provide a lot field of sport. So, the student can train to sport activities. But, the student not rather motivate go to the library because in library lack of book. So, students not a lot study in library but a lot of student to do sport activity and go to in the lab.

2. The teachers

Nowadays, SMAN 1 Darul Makmur has 48 teachers. They consist of 22 permanent teachers, 17 non-permanent teachers, and 9 certification teachers. Most of them are female, and only 17 are male. The description in more detail can be seen in the following table:

Table 4.1 The Number Of Teachers in SMAN 1 DAarul Makmur

NO	Category	Gender		Total
		Male	Female	
1	Permanent	8	14	22
2	Non-permanent	5	12	17
3	Certification	4	5	9
Total				48

Source: The Administration Office of SMAN 1 Darul Makmur

The school has 3 English teachers, one of them graduate from FKIP unsyiah, while two others graduated from Serambi Makkah, The description in more detail can be seen in the following table:

Table 4.2 Name of English Teachers In SMAN 1 Darul Makmur

No	The name of teacher	NIP	Graduated institution
1	Nasruddin, S.Pd	197607112009041004	FKIP bahasa inggris Unsyiah
2	Husni Nila Santi, S.Pd	198502022009042003	FKIP bahasa inggris Serambi Makkah

3	Fanly Fiarahma, S.Pd	-	FKIP bahasa inggris Serambi Makkah

Source: The Administration Office of SMAN 1 Darul Makmur

3.   The students

    Based on data administration office, the students of SMAN 1 Darul Makmur were classified in three grades. Those are the first, the second and the third grade. They were included the first grade students were in class X, the second grade students were in class XI and the third grade students were categorized in class XII. The following table shows the number of students in each class.

Table 4.3 Number of students at SMAN 1 Darul Makmur

No	Class	Students		Total
		Male	Female	
1	X	48	98	146
2	XI	72	88	160
3	XII	48	53	101
Total				407

Source: The Administration Office of SMAN 1 Darul Makmur

    From the table abve, it can be seen that the total number of studets SMAN 1 Darul Makmur in academic year 2017/2018 was 407 students, consisiting of 168 males and 239 females, and were set in eighteen classes. In class X, the students had an aggregate student of 48 males and 98 females and they use six classes. Then in class XI, the students had an aggregate student of 72 males and 88

females and they use five classes. Lastly, students were included in class XII consisted of 48 males and 53 females and they were put in 5 classes.

4. Curriculum and syllabus

The curriculum that was used at SMAN 1 Darul Makmur was School-Best Curriculum (KTSP). It stressed on the students' centered approach that was hoped to make students ore active in studying. Based on this curriculum, that was important to English teachers and students to be active in teaching learning. English was only taught twice a week and the allocation of time for each meeting was 2 x 45 minutes. The allocation of time was used to teach of all English aspects such as grammar, reading, listening, speaking and writing.

B. The Collecting Data Procedure

In this study, the writer collected data thorough field research. To carry out the field research, the writer used two techniques as explain bellow:

1. Pre-Experimental teaching

In conducting the research the writer use the experimental teaching. The writer assigned one class as the sample, because the writer wanted to know students' activity and the result of study in comprehending the reading text by using small group discussion technique. In collecting the data, the writer gave the students two test, pre-test and post-test. The process of teaching for experimental class can be describes as follows:

a. Preparation

In the first, when the writer came to SMAN 1 Darul Makmur, The writer met the headmaster and gave him a recommendation letter from Education Department of UIN Ar-rairy Banda Aceh. After telling him the purpose of coming in the school, the writer met the English Teacher Mrs. Husni Nila Santi, S.Pd who taught English subject for the first grade students. Then, she asked her permission to conduct the research. After that, the teacher allowed her to teach for four meetings, including the meeting for pre-test and post-test.

b. Teachig Learning Process

In this session the researcher prepared herself in conducting the research by using Small Grup Discussion Techique, especially in reading comprehension skill. The researcher was conducted in four meetings. For more detailed the teaching learning-process would be describe as follow:

1) First Meeting

At the first meeting, after introducing-self to the students. The researcher explained the aims of coming to the class. Then, the researcher checked attendence-list by mentioned their names' one by one. The, the researcher gave the pre-test sheet that related to the reading comprehension skill. After the pre-test sheet was given, the researcher asked them to completed in 40 minutes. It was useful to know the basic ablity of them before the researcher conducted the experimental teaching. After all of students completed the questions, the answer sheet were collected. Then before closing the class, the teacher told the student on what will to do next meeting.

2) Second Meeting

At the second meeting, the researcher entered and greeted, the stedents pray together, and checked the attendance-list in opening activities. The researcher divided student in group. Then the researcher asked them to sit in the group. Each group consisted of three to four students. Then the researcher gave them the narrative text in different titles. Then researcher explained a little bit about narrative text material, and tried understand students' participation that given by asking related to the texts.

After that, the reseracher asked them to discuss about the text within 10 minutes. In this process, the rseracher gave some feedback to students who did not understand the text yet. After the discussion, she asked the student to read the text in front of the class one by one. The purpose of introduce the students' about the example of narrative text types. After that, the researcher asked the student in their group to answer 4 questions related to the topic given. The purpose of divide the students' in the group, to know understanding about the narrative text material which has been explained by the researcher in advance. Before the researcher left the class, the concluded the material together then the researcher adviced them to study hard at home and tried to read any english text in improving their skill. At the end the researcher great them and left the class for that day.

3) The third meeting

At the third meeting, the students also asked to sit in the group, and they still learn narrative text. However, the researcher gave them the different titles of the

texrt as was given in the second meeting. After that, the researcher asked the students to discuss the text. Then, they discussed about it in 10 minutes and the teacher controlled the students' activities. After that, the teacher asked the student to explain his/her understanding about the text in front of the class. Then the researcher ordered them to answer the questions based on the text given. After that the researcher pointed the students to give the correct answer to the blackboard. The class ended in the day

4) The fourth meeting

In the last meeting, the researcher conducted the post-test to measure the students' ability in comprehending the reading by using Small Group Discussion Technique. After 40 minutes the post-test done well by them and the researcher submitted the answer sheets. In addition the researcher thank to students for their participation, cooperation, ethusiastics and attention toward the research.

C. The result of data analysis

1. The result of questionnaire

The questionnaire was designed to help researcher to get more information about opinion of students respond especially in applying small group discussion technique in teaching reading comprehension. There are 9 questionnaire distributed to the student. The following detail of questionnaire result can show on table above:

Table 4.4 List of Questionnaire result of students at SMAN 1 Darul Makmur

NO	Answer choice	Yes		No	
		frequency	presentage	Frequeny	presentage
1	Do you can easily understand the raeading lessons by appling Small Group Discussion?	20	100%	-	-
2	Is the model of Small Group Discussin good learning material used for reading learning?	20	100%	-	-
3	Is Small Group Discussion makes you more active in learning reading?	18	90%	2	10%
4	Is the model of learning by using Small Group Discussion may increase your interest in learning reading text?	20	100%	-	-
5	Do you feel motivated in learning reading by using Small Group Discussion technique?	16	80%	4	20%
6	Do you like learning reading by applied Small Group Discussion?	18	90%	2	10%
7	Are you interest in following the next material by applied small group discussion?	19	95%	1	5%
8	Is learning by using Small Group Discussion are new for you?	16	80%	4	20%
9	Is the model of the Small Group	19	95%	1	5 %

Discussion doesn't make you born when the learning process takes place?				
Average	92,22%		7,78%	

Source: The results of research in the Year 2017/2018 SMAN 1 Darul Makmur

Based on Table 4.5 the researcher analyzed the firts up to ninth questions as follows:

From The data showed that, The first question 20 (100%) students answered "yes". It means that students' were easier in learning reading text by appling small group discussion technique. And none of them choose "no" questions. However, the student were easy to understand the reading text by applying Small Grup Discussion Technique.

The second question 20 (100%) students answer "yes" and none of them selected "no" question. So, it means the student felt Small Group Discussion Technique good in learning material especially in reading text.

The third question 18 (90%) students stated that Using Small Group Discussion Technique made them more became active in learning reading. And only 2 (10%) students who were not sure about that and answered "no". it means that using Small Group Discussion make the student became active in learning reading comprehension.

The fourth questions 20 (100%) students answered "yes" none of them answered "no". It indicated that student interested in learning reading by applying Small Group Discussion Technique.

In the fifth question 16 (80%) students stated that they motivated by applying the Small Group Discussion Technique in learning reading. And only 4 (20%) students did not motivated by using the technique. So, it indicated that using small group discussion technique made them motivated in learning reading comprehension.

The sixth question 18 (90%) students answered "yes" and only 2 (10%) students answered "no". it would be concluded that the student usually enjoy learning reading by applying Small Group Discussion Technique.

In the seventh question 19 (95%) students stated that feel interest and would be continue in following material reading by applied small group discussion technique. and 1 (5%) students who was answer "no". So, in fact using small group discussion technique make the student interest in learning reading material.

The eighth question 16 students (80%) stated that small group discussion new for them. then, 4 (20%) students stated that small group is not new method in learning reading. it could be concluded that a lot of students familiar with the technique in learning reading.

The last is 19 students (95%) stated that using small group discussion technique enjoy in learning reading, but 1 (5%) student stated that using small group made him bored in learning. So the students not feel bored in learning reading narrative text by applying small group discussion technique.

After analyzing the data above, it can be seen from the students response toward the alternative answer "yes" was 92.22%. While the negative response of the students towards "no" alternative answer was 7.78%.

2. the result of test (pre-test and post-test)

The data which gained from the pre-test and post-test were analyzed by using the t formula in standard of significant 0,05. The researcher used the theory of Sugiono (2016) in gaining the results. The procedures to find out the t score as follows:

Table 4.5 Test (pre-test and post-test) of students at SMAN 1 Darul Makmur

No	Subject	Pre-test	Post-test	Gain-d	d2
1	X1	40	50	10	100
2	X2	40	90	50	2500
3	X3	40	80	40	1600
4	X4	50	80	30	900
5	X5	50	80	30	900
6	X6	50	60	10	100
7	X7	30	50	20	400
8	X8	60	90	30	900
9	X9	30	60	30	900
10	X10	40	70	30	900
11	X11	60	90	30	900
12	X12	40	80	40	1600
13	X13	20	70	50	2500
14	X14	20	90	60	3600
15	X15	50	60	10	100
16	X16	30	80	50	2500
17	X17	20	80	60	3600
18	X18	30	90	60	3600
19	X19	50	70	20	400
20	X20	20	80	60	3600
Total (∑)		770	1500	720	31600
Average ($\bar{x}$)		38,5	75	36	1580

Source : data of research, 2017/2018

b. To find *t* score

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}}$$

$$Md = \frac{\sum d}{N}$$

$$Md = \frac{720}{20}$$

$$Md = 36$$

$$\sum X^2 d = \sum d^2 - \frac{(\sum d)2}{N}$$

$$= 31600 - \frac{720^2}{20}$$

$$= 31600 - \frac{518400}{20}$$

$$= 31600 - 25900$$

$$= 5700$$

$$t = \frac{Md}{\sqrt{\frac{\sum x2d}{N(N-1)}}}$$

$$t = \frac{36}{\sqrt{\frac{5700}{20(20-1)}}}$$

$$t = \frac{36}{\sqrt{\frac{5700}{380}}}$$

$$t = \frac{36}{\sqrt{15}}$$

$$t = \frac{36}{3,87}$$

$$t = 9,30$$

D. Discussion

This research examined Using Small Group Discusion Technique to improved student's ability in reading comprehesion. The researcher successfully collected the data using pre-test and post-tests, experimental teaching and questionnaire as instruments in order to answer the research questions.

In the experimental teaching, it indicate based on the result of pretest and posttest, the posttest score is higher than pretest score. The mean of test had proven it, where mean of pre-test : 38,5 and mean of post-test: 75. It mean the researcher concluded there is different significant between experimental class and before experimental class. From these calculations, it can be inferred that there was different of students scores before and after getting the treatment.

And the hypothesis in this research are:

H_a : using small group discussion technique can improve students reading comprehension

H_0 : using small group discussion technique does not improve students reading comprehension

This hypothesis can be formulated as follows:

Null Hypothesis (Ho), Ho : $\mu = 0$

Alternative Hypothesis (Ha), Ha : $\mu \neq 0$

In analyzing the data of pre-test and post-test by using t formula, it has would be obtained the value of the t score is 9,30 with d.b 19. The writer used the degree of significance 0,05. In the table of significance is 1,72. The calculation value obtain $1,72 < 9,30$. This result means that the value of tscore is not appropriate

with the criteria of acceptance of Ho, because the fact show the value of *t* score is higher than *t* table (1,72>9,30).

So, from that explanation, researcher concluded that null hypothesis is rejected and alternative hypothesis accepted. Hence, hypothesis stated that there is significance different toward students' reading comprehension after applying Small Group Discussion Technique.

Through the questionnaire, the researcher found that almost all students felt that using small group discussion technique an effective to be implemented in teaching reading comprehesion. Teacher should consider using the method in learning process especially in reading subject.

Moreover, based on anlyzing of questionnaires, there were some reasons why the Small Group Discussion Technique an effective to be implemented in teaching reading comprehension. That the reason such as follow:

1. Most of students argued Small Group Discussion create students more active in the class.

2. The students felt interested learning reading by applying small group discssion technique

3. The students felt enjoy in teaching learning process by appling small group discussion technique

4. The students more easy to understand material by applyig small group discussion techique

5. It is made the students' athusiastic in lerning reading comprehesion.

6. The students stated Small Group Discussion Techique made the students' more participated.

7. Small Group Discussion Techique made the students happy in lerning reading comprehsion.

8. Small Group Discussion Techique cretaed the students ideas in lerning and gave the students a lot of information in understanding the text.

CHAPTER V

CONCLUSSION AND SUGGESTION

A. Conclussion

After presenting and analyzing data, the researcher accomplishes to the conclusion as follows:

1. The students' reading comprehension can be improved by small group discussion. The improvement can be shown by the means of pre-test and post-test is 38,5, increase to 75. So, the researcher concluded that there is a significant difference between the reading comprehension of the first grade of SMAN 1 Darul Makmur in the academic year 2017/2018 taught by small group discussion in pre-test and post-test. It mean that small group discussion can improve the students' reading comprehension.

2. Using Small Group Discussion can be seen on questionnaire and t test calculation. It showed that there is significance differences between pre-test and post test. It is also the increasing percentage of the oral test value of the t score is 9,30. This indicated that by applying small group discussion technique, the students in reading comprehension improved.

3. Students have positive responds towards the Small Group as away to improve student ability in reading comprehension. The student felt that the method helped them in improving their reading. And most of students were argued an intersting method in learning reading be implemented in teaching reading.

B. Suggestions

After the researcher knows the real condition and situation, the researcher would like suggested some possible solutions in teaching reading process, as follows:

1. For English Teachers

The English teacher should use an interesting method or technique in speaking class. They should choose a good method or technique in teaching learning process. They can use small group discussion technique to teach reading. If they use it in the class, the students would enjoy the lesson and it can decrease the worries in learning reading. This is able to improve their reading.

4. For the students

The students more easy to learn reading text by applying small group discussion. They can invite their friends to discuss some difficult text. They could practice it every day in the group at class. So they are not bored when teaching-learning process.

3. For other researchers

Other researcher, this research is only getting the data of Using Small Group Discussion Technique In Teaching Reading Coomprehension. There are still many things related of teachnig reading by using small group and this is possible to conduct further researcher. So the researcher suggest to conducte some research realated this title but in defferent focus.

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PEMERINTAH ACEH
DINAS PENDIDIKAN
SMAN I DARUL MAKMUR

Jalan Nasional Alue Bilie Kecamatan Darul Makmur Kabupaten Nagan Raya Kode Pos.23662

PANCACITA

Alue Bilie, 13 Desember 2017

Nomor   : 421.3 / 251 / 2017
Lampiran : -
Hal   : **Telah Melaksanakan Penelitian
pada SMAN 1 Darul Makmur**

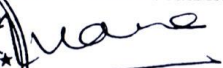Kepada Yth : Ketua Program Studi
Pendidikan Bahasa Inggris
Di-
       Banda Aceh

Dengan Hormat,

1. Sehubungan dengan Surat Ketua Program Studi Pendidikan Bahasa Inggris Universitas Islam Negeri Ar-Raniry Banda Aceh, Nomor: 070/B/.1/10303/2017, tanggal 8 November 2017 tentang USING SMALL GROUP DISCUSSION TECHNIQUE IN TEACHING READING COMPREHENSION SMA Negeri 1 Darul Makmur Kabupaten Nagan Raya Pengumpulkan Data Skipsi mahasiswa:

Nama	: NUR INDAH
NIM	: 231 324 171
Program Studi	: *Pendidikan Bahasa Inggris*

2. Yang bersangkutan telah melaksanakan penelitian pada SMAN 1 Darul Makmur Kabupaten Nagan Raya tentang **"USING SMALL GROUP DISCUSSION TECHNIQUE IN TEACHING READING COMPREHENSION SMA Negeri 1 Darul Makmur Kabupaten Nagan Raya"**.

3. Demikian surat keterangan ini kami keluarkan untuk dapat dipergunakan seperlunya.

Kepala SMAN 1 Darul Makmur,

SMAN 1 DARUL MAKMUR
KAB. NAGAN RAYA

JANUAR, S.Pd
NIP. 19680127 199203 1 009

A. Studets' identities

Name   :

Class   :

Subect   :

B. Rule of answering questionnaire

1. In this questionnaire there are 9 questions. Please answer on your choice.

2. Answer in your opinion do not be influenced on your other friends.

3. Write your response on the answer sheet provided by checking (√). In accordance with the choice of YES (IYA) if you agree, and NO (NO) if you do not agree.

NO	Answer choice	Yes		No	
		frequency	presentage	frequency	presentage
1	Do you can easily understand the raeading lessons by applied Small Group Discussion?				
2	Is the model of Small Group Discussin good learning material used for reading learning?				
3	Is Small Group Discussion makes you more active in learning reading?				
4	Is the model of learning by using Small Group Discussion may increase your interest in learning reading text?				
5	Do you feel motivated in learning reading by using Small Group Discussion technique?				
6	Do you like learning reading by applied Small Group				

	Discussion?				
7	Are you interest in following the next material by applied small group discussion?				
8	Is learning by using Small Group Discussion are new for you?				
9	Is the model of the Small Group Discussion doesn't make you born when the learning process takes place?				

The Legend Of Banyuwangi

Once upon a time, in eastern part of Java Island, there was a kingdom ruled by a king. The king's name was Prabu Menak Prakoso. One day, Prabu Menak and his soldiers invaded the kingdom of Klungkung in Bali. The king of Klungkung was killed, yet his daughter, Made Surati, and his son, Agung Bagus Mantra, were able to escape and hide in the jungle.

Prabu Menak Prakoso had a son named Raden Banterang. He was such a handsome young man. One day, Raden Banterang went to the jungle for hunting. It was in the jungle that Raden Banterang met Made Surati. She was then taken to Blambangan to be his wife. Raden Banterang and Made Surati enjoyed a happy life in the Palace.

When Raden Banterang was hunting one day, Made Surati was surprised by the arrival of a dirty beggar asking for her pity. The princess was surprised to find that the beggar was her older brother, Agung Bagus Mantra. She promptly squatted and embraced her brother's legs. However, her great respect of her brother was not well accepted. Instead, Agung Bagus Mantra asked his sister to kill Raden Banterang. But such a request was rejected. He was very angry with her and came up with a sly idea to slander her.

Slowly but surely, Agung succeeded in convincing Raden Banterang that his wife had been involved in a scandal with another man. Asking for compassion, Made Surati tried to tell the truth and denied her husband's accusation. Hearing his wife explanation, the king became angrier and angrier. As a proof of her sacred love, she asked her husband to kill her. As her last request, she asked her husband to throw her dead body into the river. She said that if the water in the river smelled terrible, it meant that she had ever been sinful. But if it smelled fragrant, it meant that she was innocent.

Raden Banterang who was unable to control his emotions soon stabbed his kerís (dagger) into his wife's chest. She died instantly. The dead body of Made Surati

was quickly thrown into the dirty river. Raden Banterang was shocked to see the river suddenly become clean and as clear as glass with a fragrant smell. Raden Banteraflll screamed crazily and regretted his deed. He walked unsteadìly and fell into the river screaming, "Banyu… Wangì… Banyuwangi!" This means "fragrant water".Banyuwangi was born from the proof of noble and sacred love. From then on, the place is called Banyuwangi.

Question

1. What is the purpose of the text ?
a. To describe
b. To entertain
c. To explain
d. To tell the reader
e. To story

2. Who is name of the king invaded the kingdom of Klungkung ?
a. Agung Bagus Mantra
b. Made Surati
c. Raden Banterang
d. Prabu Menak Prakoso
e. King klungkung

3. Where place Made Surati and Agung Bagus Mantra hide ?
a. In the kingdom
b. In palace
c. In the cave
d. In the old hause
e. In the jungle

4. What kingdoms were attacked by Prabu menak and his army?

a. Klungkung

b. Banyuwangi

c. Majapahit

d. Sriwijaya

e. Kartanegara

5. What is the nameof the child Prabu Menak ?

a. Made Surati

b. Agung Bagus Mantra

c. RadenBanterang

d. King Klungkung

e. MenakPrakoso

6. Who the beggar who met with Made Surati ?

a. RadenBanterang

b. King Klungkung

c. MenakPrakoso

d. AgungBagus Mantra

e. PrabuMenak

7. How made Surati action agains their brother's request ?

a. Rejected

b. Accept

c. Angry

d. Think first

e. behaveas usual

8. ...But if it smelled fragrant. Word "it" refer to...

a. Smelled

b. Dead body

c. Water in the river

d. Ground

e. Place

9. But such a request was rejected. Antonim of rejected is...

a. Accept

b. Maybe

c. Think

d. Refuse

e. Silent

10. What happens aftert he Made Surati bodies thrown into theriver ?

a. The river suddenly become clean and as clear as glass with a fragrant smell

b. The riversuddenly becomesdirty

c. The riversuddenlystink

d. The river suddenly change color

RENCANA PELAKSANAA PEMBELAJARAN (RPP)

Sekolah	**: SMAN 1 Drul Makmur**
Kelas/Semester	**: X/I**
Aloksi/waktu	**: 4x45 menit (4 Pertemuan)**
Topik	**: Teks Narasi**

A. Kompetensi Inti

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.

1. Siswa dapat mengidentifikasi text dalam bentuk narasi
2. Siswa dapat memahami teks narasi

4.15 Menangkap makna teks naratif lisan dan tulis berbentuk legenda, sederhana

1. Siswa dapat menjawab pertanyaan terkait dengan teks cerita rakyat yang dibaca.

2. Siswa dapat menceritakan kembali suatu cerita rakyat

C. METODE PEMBELAJARAN

Model Cooperative Learning (Small Group Discussion)

D. ALAT DAN SUMBER BELAJAR

1. Alat : spidol, papan tulis

2. Sumber : buku paket dan internet

Langkah-Langkah Pembelajran

Pertemuan ke-1

No	Kegiatan	Deskripsi Kegiatan	Alokasi waktu
1	pendahuluan	Guru memberi salam Siswa bersama guru berdoa Guru mengecek kehadiran siswa Guru menciptakan kelas yang kondusif agar dapat berlangsungnya pembelajaran Guru memberikan informasi tentang proses	3 menit

No	Kegiatan	Deskripsi Kegiatan	Alokasi waktu
		pembelajaran termasuk aspek-aspek yang akan dinilai.	
2	Kegiatan inti	Guru membagikan soal pre-test Guru memberikan instruksi dalam menjawab soal pre-test Guru meminta siswa untuk menjawab soal pre-test Guru meminta siswa untuk mengembalikan kertas pre-test yang telah selesai dikerjakan	40 menit
3	Penutup	Guru menyampaikan tujuan pembelajaran yang akan datang Guru bersama siswa berdoa Guru memberi salam penutup	2 menit

Langkah-Langkah Pembelajaran

Pertemuan Ke-2

No	Kegiatan	Deskripsi Kegiatan	Alokasi waktu
1	pendahuluan	Guru memberi salam Siswa bersama guru berdoa Guru mengecek kehadiran siswa Guru menciptakan kelas yang kondusif agar dapat berlangsungnya pembelajaran Guru memberikan informasi tentang proses pembelajaran termasuk aspek-aspek yang akan dinilai.	3 menit

| 2 | Kegiatan inti | Guru membagikan siswa menjadi 5 kelompok terdiri dari 4 siswa
Guru membagikan text narrative keada setiap kelompok
Guru memberi penjelasan materi tentang nartive text
Guru meminta siswa untuk memahmi text narrative yang telah dibagiakan dengan anggota kelompoknya masing-masing
Guru meminta siswa untuk bekerjasama dengan kelompoknya dalam memahami text
Guru mengawasi sisiwa dalam melakukan aktifitasnya.

Quiz:
Guru menugaskan siswa untuk mencari unsur-unsur yang terdapat dalam teks narrative dalam kelompok | 40 menit |
| 3 | Penutup | Guru menyampaikan tujuan pembelajaran yang akan datang
Guru bersama siswa berdoa
Guru memberi salam penutup | 2 menit |

Langkah-Langkah Pembelajaran

Pertemuan Ke-3

No	Kegiatan	Deskripsi Kegiatan	Alokasi waktu
1	pendahuluan	Guru memberi salam Siswa bersama guru berdoa Guru mengecek kehadiran siswa Guru menciptakan kelas yang kondusif agar dapat berlangsungnya pembelajaran Guru memberikan informasi tentang proses pembelajaran termasuk aspek-aspek yang akan dinilai. Guru Menanyakan kepada siswa tentang materi yang telah dibahas kemarin	3 menit
2	Kegiatan inti	Guru membagikan siswa menjadi 5 kelompok terdiri dari 4 siswa Guru membagikan text narrative keada setiap kelompok Guru meminta siswa untuk memahmi text narrative yang telah dibagiakan dengan anggota kelompoknya masing-masing Guru meminta siswa untuk bekerjasama dengan kelompoknya dalam memahami text Siswa mewakili kelompoknya menceritakan kembali text narrative Guru mengawasi sisiwa dalam melakukan aktifitasnya. Quiz: Guru meminta siswa untuk	40 menit

No	Kegiatan	Deskripsi Kegiatan	Alokasi waktu
		menjawab pertanyaandalam kelompok Guru mengawasi aktifitas siswa Guru menyuruh siswa untuk mengumpulkan lembar jwaban	
3	Penutup	Guru menyampaikan tujuan pembelajaran yang akan datang Guru bersama siswa berdoa Guru memberi salam penutup	2 menit

Langkah-Langkah Pembelajaran

Pertemuan Ke-4

No	Kegiatan	Deskripsi Kegiatan	Alokasi waktu
1	pendahuluan	Guru memberi salam Siswa bersama guru berdoa Guru mengecek kehadiran siswa Guru menciptakan kelas yang kondusif agar dapat berlangsungnya pembelajaran Guru memberikan informasi tentang proses pembelajaran termasuk aspek-aspek yang akan dinilai. Guru Menanyakan kepada siswa tentang materi yang telah dibahas kemarin	3 menit
2	Kegiatan inti	Guru membagikan kepada siswa soal post-test Guru meminta siswa untuk menjawab soal post-test secara individu Guru menyuruh siswa untuk mengumpulkan	40 menit

		lembar jawaban yang telah selesai di jawab	
3	Penutup	Guru menanyakan hal yang dirasakan siswa setelah belajar menggunakan kelompok kecil dalam berdiskusi Guru mengucapkan terimakasih kepada siswa Guru bersama siswa berdoa Guru memberi salam penutup	2 menit

E. PENILAIAN:

1. Tekhnik penilaian : Tes tulis

2. Bentuk instrument penilaian : Answer questions

3. Scoring (pedoman penilaian) :

Nilai = Skor yang diperoleh x 100%
                        100

AUTOBIOGRAPHY

1. Name : Nur Indah
2. Place/ date of birth : Balam Empat/ 12 Februari 1995
3. Sex : Female
4. Religion : Islam
5. Nationality/ ethnicity : Indonesia/Achenese
6. Marital status : Single
7. Occupation : Student
8. Address : Jl. Teuku Dilaot, Rantau selamat, Nagan Raya
9. Phone Number : 085360377288
10. Educational background
    a. Primary School : MIN UPT II Lamie, Graduated in 2007
    b. Junior High School : SMPN 4 Kuala, Graduated in 2010
    c. Senior High School : SMAN 1 Darul Makmur, Graduated in 2013
    d. College/University : English Departmen of Tarbiyah
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11. Reg. Number : 231324171
12. Father Name : ALM. Katiran
    - Occupation : -
13. Mother Name : Ratongah
    - Occupation : House Wife
14. Address : Jl. Teuku Dilaot, Rantau selamat, Nagan Raya

Darussalam, February 1th, 2018
The Writer

(Nur Indah)