

**THE IMPLEMENTATION OF TEACHING READING
COMPREHENSION THROUGH SMALL GROUP DISCUSSION
(SGD) METHOD TO TENTH GRADE STUDENTS
AT SMAN 3 BANDA ACEH**

THESIS

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Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya akan menjadi sepenuhnya tanggung jawab saya.

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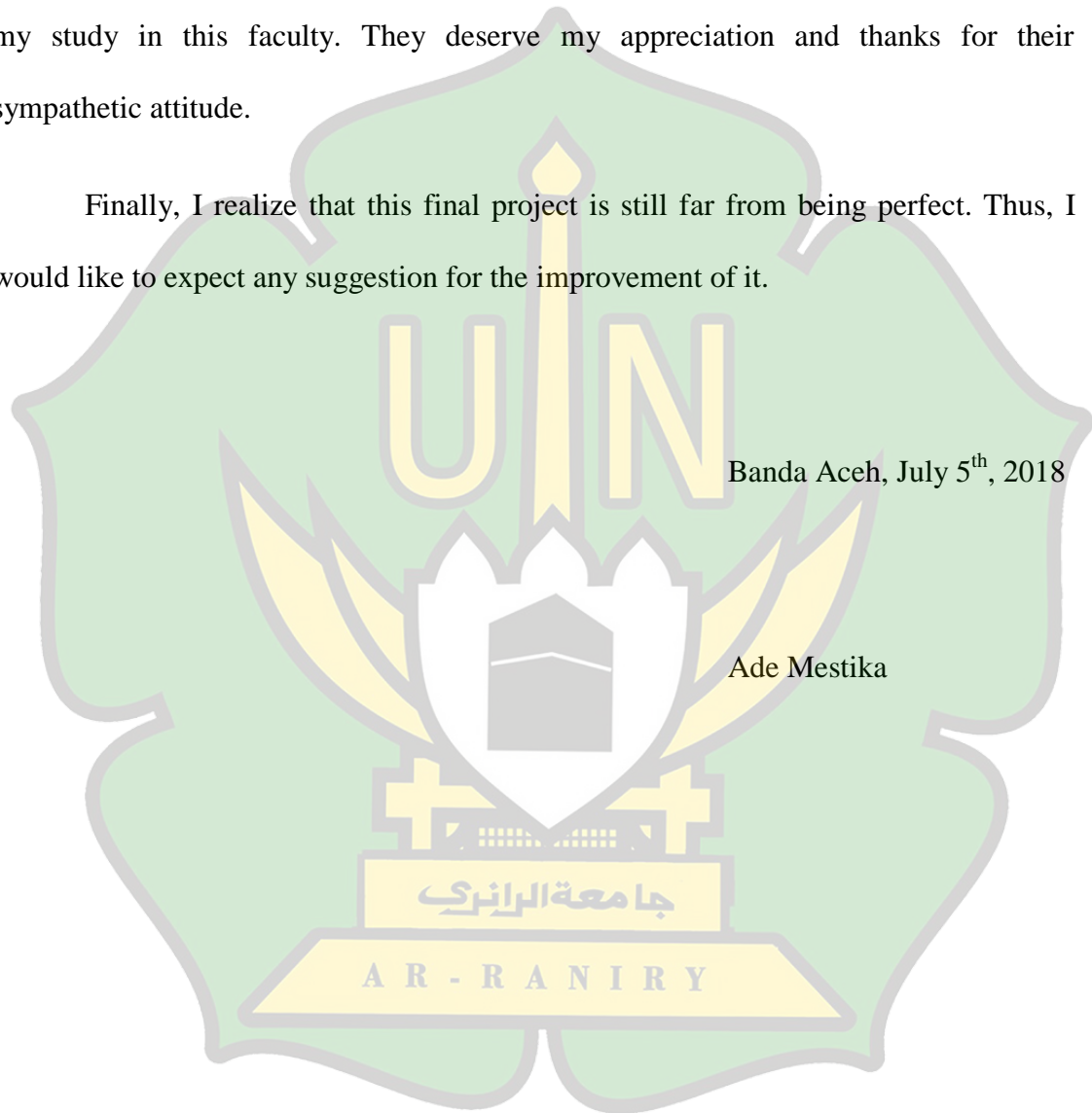
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ABSTRACT

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Reading is an active and interactive activity to reproduce the word mentally and vocally. In order to achieve the goal, the comprehension ability in reading is needed. In solving the problem, the researcher used Small Group Discussion method. The objective of this study was to find out the significant difference in the implementation of Small Group Discussion method in teaching reading comprehension to tenth grade students at SMAN 3 Banda Aceh. The Quantitative methods were used in this study to answer the research questions. The study involved 46 students as the participants, and they were divided into two classes; experimental and control class. The data of the study were obtained through pre-test, post-test and questionnaire. The data from the pre-test and post-test were analyzed by using independent t-test from the SPSS 17.0 for windows. According to the results of the study, significance value is lower than 0.05 ($p=0.000<0.05$), which indicates that the implementation of SGD method effectively improved students' reading comprehension. Moreover, based on the analysis of the questionnaire, most of the students provided positive response to SGD method. They agreed that SGD method ease them to understand the lesson, encourage them to be more active and creative in the class, and in group they got more information. ease them to understand the lesson, encourage them to be more active and creative in the class, and in group they got more information.

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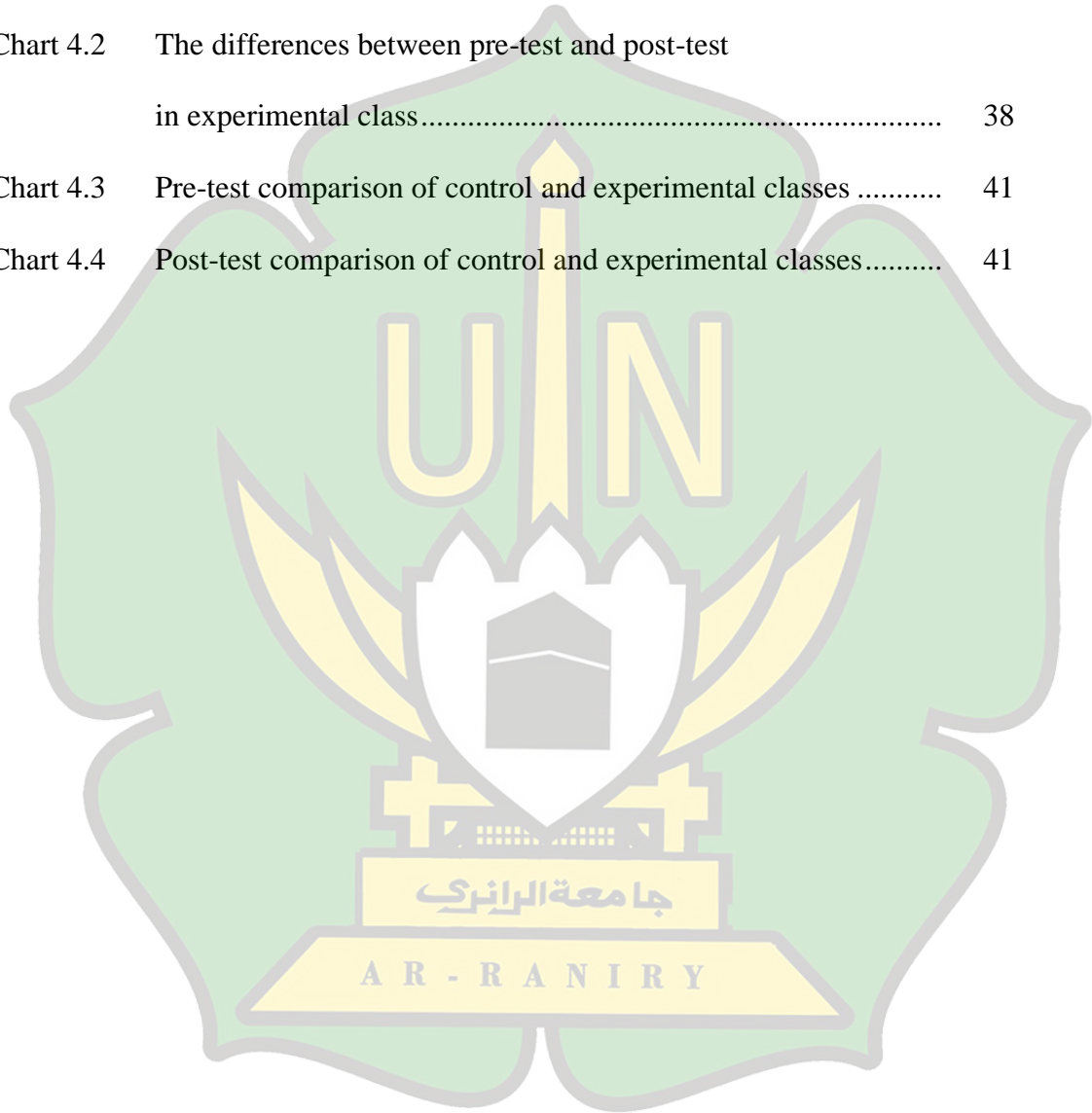
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CHAPTER I

INTRODUCTION

A. Background of Study

Reading is one of four important language skills that should be mastered and obtained by students. Reading can be a stepping stone for students to be successful in their studies and in their life. The ability to read will guide students to gain new knowledge, enjoy the beauty of literature, and do daily things, for examples: reading newspapers, magazines, novels, maps, manuals instruction, and books.

Reading provides many useful information, knowledge, experiences, and cultures to the reader. Reading is also important in teaching and learning process, because every activity in the classroom is always relate to reading. The purpose of teaching reading is to help students to comprehend or to get meaning from written text (Texas Reading Initiative: 2002). According to Grabe and Stoller (2002), reading comprehension is the ability of understanding and interpreting information in a text correctly. Comprehension in reading is important because it makes the reader understand what they read in the text. In other words, their reading is not useless. Therefore, reading is not only student's activity to read a text and finish it but students also should be able to understand and comprehend the text that they read about the writers' ideas, utters or other information related to the text.

Based on researcher's experience during teaching program at SMAN 3 Banda Aceh, it was discovered that students had some problems in reading comprehension. They had difficulty in finding main idea, topic, moral value, other information and they were getting bored while teaching and learning process. These difficulties were faced by students due to the fact that they were not taught by applying the appropriate method.

From the observations of the researchers during the teaching program by observing the class, it was found that the teacher did not use the appropriate method to teach students. The teacher used monotonous method in teaching reading where students are asked to read texts and answer questions based on the text. The method used by the teacher to teach reading makes the students difficult to understand the text and answer questions based on the text. Preliminary study by Sari (2017) stated that, in senior high school students cannot acquire the aspect of language well. The students have many difficulties in reading comprehension because most of teachers are not aware of the importance of reading. The teacher only asks the students to read without making sure that their students comprehend the text or not. Therefore, it makes the students difficult to understand the text easily, and to find main idea, topic, moral value, other information. They also feel bored in learning process which means that their reading comprehension is still low.

In teaching and learning, especially in teaching reading the teachers should be able to make their teaching reading interesting, enjoyable, and helpful for the students

to comprehend the text easily by using appropriate method. Therefore, the teachers should be creative to use effective method. There are various methods used to teaching reading; one of them is Small Group Discussion (SGD) method.

To create active activities in the class, the researcher will apply “Small Group Discussion method for teaching reading comprehension.” Small Group Discussion is one of cooperative learning methods. The researcher considers that SGD method is probably suitable to teach reading comprehension. There are some preceding studies which is related to this study and proved that SGD method as the best, effective, and successful method in teaching and learning process. Durriyah (2017) said that SGD is effective to teach reading comprehension, it help the students to participate freely and actively.

Group discussion is more effective if the group is consisted of 3-4 students; it enables students to share their opinions or ideas to other students easily (Sagala, 2008). SGD method means that students within group read the text together, and then each student in their group can express their ideas in group discussion to make sure that they comprehend the text. After the process, each representative in group should explain the result of discussion to other groups and other members of each group can debate, clarify, share opinion, and critic (Cristiani and MintoHari, 2004).

It can be concluded that SGD is one of the cooperative learning methods consisting of a group in which 3-4 students work together through interactions that interdependent relationships allow them to achieve common goals. In a group, the

students comprehend the text easily, actively to share opinions about a problem, together to solve and to get good answers of the questions based on the text.

B. Research Question

Based on the background of the study above, the formulated research question is *“Is there significant difference in the implementation of teaching reading comprehension through Small Group Discussion (SGD) method to tenth grade students at SMAN 3 Banda Aceh?”*

C. Objective of the Study

This study was conducted to find out the significant difference in the implementation of Small Group in teaching reading comprehension method to tenth grade students at SMAN 3 Banda Aceh.

D. Scope of Study

The scope of this research is teaching reading text. There are many kinds of reading text in English which are learned by the Senior High School students on second year, which are Narrative, Descriptive and News Item. Therefore, in order to focus more on the implementation of teaching reading comprehension through SGD method, this research is limited only on reading comprehension about narrative text by SGD method of tenth grade students at SMAN 3 Banda Aceh.

E. Terminology

1. Reading Comprehension

Reading is one of English skills beside speaking, listening, and writing. It is the way to understand written messages. According to *Cambridge Dictionary*, reading is a skill or an activity of getting information from books. By reading students can get information and ideas, and support the need for learning. As mentioned by Perego & Boyle (2007), reading is a set of skills that involves making sense and deriving meaning from the printed words. It means that students must have the ability to analyse the information and idea of the text in their mind. Furthermore, comprehension is the ability to understand completely and be familiar with a situation, facts, etc.

1. Small Group Discussion

Small group discussion is one of the cooperative learning methods consisting of three or more students interacting face to face with or without assigned leaders in such a way that each student influences, and is influenced by other students in the group. The aim of the SGD method is to help students in comprehending the text easily, be more confident and active to talk in giving opinions about a problem, completing the tasks and getting good answers to questions based on the text.

2. Narrative Text

Narrative is one of text that interesting to teach students with the goal besides entertaining also can be used to educate students' attitudes and behavior through moral value that implicit in it.



CHAPTER II

LITERATURE REVIEW

A. Reading Comprehension

1. Definition of Reading Comprehension

Reading is one of the most important skills in teaching and learning process. Actually, reading is not about how to pronounce the words or explain it, but the most important thing is how the students understand the meaning of the text and what the writer tells about. Patel and Jain (2008) argued that reading is the most useful and important skill. Reading is an enjoyable activity that the students can do in their learning process which provides several advantages in finding some information that is needed. Through reading, the student may enlarge their knowledge in every aspect of skills such as education, politic, social, culture, and many others.

Reading cannot be separated from comprehension because the purpose of reading activity is to comprehend what has been read. According to Celce-Murcia (2001), reading takes general comprehension as the example and requires the reader to draw information from a text and combines it with information and expectation that the reader already has. Reading comprehension is the ability to understand a written passage of text. It is defined as the level of understanding a text or message. Reading

comprehension is essentially the ability to understand what has been read by readers.

Furthermore, reading comprehension is the process of elaborating meaning of a text in order to reach understanding. It is the process of transferring ideas from the written text to the readers' mind to have comprehension. Alderson (2000) clearly defines that reading comprehension is an activity of comprehending which involves one's knowledge of words. Thus, it can be concluded that reading is a way of comprehending a text to get meaning through a process of transferring ideas.

Additionally, Alderson (2000) defines that reading is an enjoyable, intense, private activity in which the readers get much pleasure and can totally absorb the reading. According to Pang (2003) comprehension is the process of making sense of words, sentences and connected text and it is also the process of deriving the meaning of one word to another in a text. Readers typically use of background knowledge, vocabulary, grammatical knowledge, experience with a text and other strategies to help them understand the written texts.

From the definitions above, it can be concluded that reading comprehension is the ability to find the stated or unstated writer's idea in the text. The essence of reading comprehension understands all information delivered by the writer. It also refers to the ability to connect between the

words in a text, to understand the ideas and the relationships between ideas conveyed in a text.

2. Principle of Reading

In accordance to Harmer (2001), there are some principles behind the teaching of reading:

1. Reading is not a passive skill. Reading is an incredible active occupation. To do it successfully, students have to understand what the words mean.
2. Students need to be engaged with what they are reading. As with other lessons, students who are not engaged with the reading text, not actively interested in what they are doing, are less likely to benefit.
3. Student should be encouraged to respond the content of a reading text, not just to the language features of it. It is important to study reading text for the way they use the language, the number of paragraphs they contain and how many times they use relative clauses.
4. Prediction is a major factor in reading. When students read texts in their own language, students frequently have a good idea of the content before students actually read.
5. Match the task to the topic. Once a decision has been taken about what reading text that the students are going to read, students need to choose good reading tasks, the right kind of questions, engaging and useful puzzle, etc.

6. Good teacher exploits reading texts to the full. The integrate reading text into interesting class sequences, using the topic for discussion and further tasks, using the language for study and later activation.

3. Purpose of Reading

Reading printed words has different purpose. The readers know and satisfy if they read the information as they need. When people read something, they have their own purposes. For the example, when they read a newspaper; the purpose is to get information. When they read a comic, the purpose is to get the pleasure.

Some linguists have explained about the purpose of reading as Nuttal (2005) said the main purpose of reading is to acquire the meaning of the message from a text. In addition, William (1984) usefully classified reading into:

- a. Reading for general information is to obtain all information in general.
- b. Reading for specific information involved understanding what information, or what kind of information you were looking for, locating it and then reading the relevant part carefully to get a full and detailed understanding. Sometimes, reading for specific information also involves reading to see if information is contained in a text.

- c. Reading for pleasure or for interest. Reading for pleasure to support the engagement and motivation of learners. Reading for pleasure means any reading that is primarily for enjoyment. It encompasses a wide range of genres and publications, and includes both fiction and non-fiction.

Additionally, Grabe and Stoller (2002) also mentioned about the purpose of reading, those are:

1. Reading to search for simple information, it is a general reading ability as a cognitive process that is relatively independent and usually scans text for certain information or certain words. This basically involves a combination of strategies for guessing where important information might be in the text, and then using basic reading comprehension skills in the text until a general idea is formed.
2. Reading to learn from the text. It is usually occurs in an academic and professional contexts in which a person needs to learn a large amount of information from a text.
3. Reading to integrate information. The reader must need a critical evaluation of the information being read, so that the reader can decide what information must be integrated and how to integrate it for the purpose of the reader.

4. Reading for general comprehension. It can be done by fluent readers very fast and automatically in the processing word, and effective coordination in many processes of the text.

From the various purposes of reading above it can be concluded that readers should have some purposes before read something. Having a purpose before reading will make them easier to understand any specific passage they want to read.

4. Strategies in Learning Reading Comprehension

Based on Hans and Hans (2015) in their journal related to reading strategies, there are some different comprehension strategies in improving students' reading comprehension, they are:

1. Question-Answer Relationship (QAR) Strategy

QAR strategy is a kind of strategy in reading developed by Rapael (1986). According to Raphael and Au (2005), QAR is a reading comprehension strategy developed to clarify how students approach the tasks of reading texts and answering questions. This strategy is effective to improve student's reading comprehension because it helps students to think about the text they are reading and beyond it.

Rapael (1986) categorized this strategy as metacognitive strategy because this strategy covers student's understanding of teaching material. Thus, in its application, an explanation of the type of question and how to answer it is the main activity in classroom. This strategy

also helps students to understand the differences between questions. By learning it, students realize the answer to some questions in the text.

There are four types of questions which are examined in the QAR. First, Right There Questions is literal question that the answer is in the text, often the words used in the question are the same words found in the text. Second, Think and Search Questions is a question that the answer gathered from several parts of the text and put them together to make meaning. Third, Author and You Questions is a question that is based on information provided in the text but students required to relate it to their own experiences. The last one is On My Own Questions; these questions let the students not to read whole text but they must use their background knowledge to answer the questions.

2. The Listen-Read-Discuss Strategy

The Listen-Read-Discuss strategy was introduced by Manzo and Casale (1985) that is a strategy for reading comprehension to build student's prior knowledge before they read the text. It is one of an effective strategy to engage struggling readers in classroom discussion. Since the content was initially covered orally, students could barely read the whole text to comprehend the text. Students who have lack prior knowledge can gain it during the listening step, allowing students to get one more chance to easily comprehend the text.

This strategy has three steps in practical. First, listening is an activity in which teacher delivered a short lecture about the content of reading that includes graphic organizer to help students select the main information shared in the text. Second, reading is a step where the students read the selection text about the topic. The content should be similar to the material delivered by the teacher during listening step. The last, discussion is a step which required students to discuss the text. This step encourages students to review the differences between their reading content and the teacher's presentation.

3. Directed Reading Thinking Activity (DRTA)

Directed Reading Thinking Activity (DRTA) is a reading strategy which was developed by Stuffer in 1969. According to Stuffer (1969), DRTA strategy focuses on students' involvement with the text, because students predict and prove it when reading. With DRTA strategy teacher can motivate students' effort and concentration by involving their intellectual, encouraging them to formulate questions and hypotheses, process information and evaluate temporary solutions. This strategy can be done individually, in a small group or as a whole class.

DRTA strategy aims that students can elicit their previous knowledge related to the topic of the text, can set a purpose for reading and to encourage them monitoring their comprehension of the text

while they are reading. These steps help students in being an independent reader and help them in comprehending the text.

B. Small Group Discussion

1. Definition of Small Group Discussion

Small Group Discussion is one of Cooperative Learning method in which organizes students into small group, so that they can work together to maximize their own and each other learning. A small group is a small member of people, work together through interaction whose interdependent relationship allows them to achieve a mutual goal (Kenz and Greg, 2000). SGD focuses on students' activity in learning. In this group, the students work together to solve their problems, help each other and answer the questions together from the teacher. Each group would get the same task given by the teacher and they have to find the answer.

SGD is believed as one of the alternative methods that can be implemented to increase students' understanding to be better and deeper as well as enhancing students' problem-solving skills as compared to traditional teaching methods (Johnston in Harmed, 2013). Mills and Alexander (2013) assert that SGD enable students to learn through dialogue and collaboration within the group and integrate the discussion into learning process.

2. The Advantages and Disadvantages of Small Group Discussion

Every technique certainly has advantages and disadvantages where it is a judgment for teacher to use in teaching and learning process. SGD also has some advantages and disadvantages.

The advantages of small group discussion technique:

1. It enhances the student's motivation in joining the reading class. They feels comfortable to do their task with their groups rather than working individually.
2. It stimulates the students to be active in learning reading. In small group there are varied groups consisting of one high achievement students, three average achievement students, and one low achievement students. They have similar responsibility in discussing. They can share ideas and help each other while doing the task and understanding the text. If one group member gives opinion, the others should give a comment.
3. It makes the class atmosphere become comfortable, interesting, and more relaxing. Harmer (1991) states that working in a group is potentially more relaxing than working in pairs. In a group, the students can work together, share their opinion, experiences, ideas, helps each other to do the task. This condition makes student interested and enjoy following the lesson.

4. It gives a chance to share and exchange information for students in the class. When they discuss, each member must give opinion for their group. They should share with each other what they think in comprehending text. Harmer (1991) states that when all students in a group are working together to produce an advertisement, for example, they will be communicating with each other and more importantly co-operating among themselves. This statement shows that SGD gives opportunity for the students to share and exchange information with their friends.

Implementation of SGD technique in class not only has the advantages but also disadvantages such as:

1. The class situation becomes noisy. They talked to each other when they looked for their group friends. They are also busy with their new teams and where they would sit. This condition makes the class situation crowded.
2. While working in a team, conflicts might occur in case when one person works less than the others.
3. Teacher cannot control the whole groups at one time.

SGD consists of several groups in one class, so, one teacher would not be able to control all groups.

C. The Implementation of Teaching Reading Comprehension through SGD

Method

In teaching reading comprehension, the researcher uses SGD as a method to help the students to comprehend the text easily in group. According to Cristiani and Mintohari (2004:3), the procedures of implementation of SGD technique in teaching learning process are providing a topic, forming groups, providing materials, encouraging students to discuss in group, reporting group discussion result to the other group, explaining the materials that was learnt, and answering questions which was prepared.

Teachers should make some preparations before leading an SGD. Lubis (1985) suggested the following seven ways to prepare an SGD method in a classroom:

1. Teacher provides a title which will be discussed. Teacher as a facilitator prepares the material that will be discussed and given to students before the class begins.
2. Teacher guides students in forming SGD. Teacher helps students to choose the members of the group. Students were divided into several groups based on SGD method rules with three or five students within a group. The teacher made the varied group includes the characteristics of intelligence, gender, or different ethnic backgrounds.
3. Teacher gives the material about narrative text to the students in each group and then explains what they should do after getting the material.

4. The students discuss a text in their group and teacher moves around the class. In this activity the students have opportunity to communicate with each other in order to make the group to be more active in comprehending the text. While, the teacher should observe the group discussion to make sure that all members participate in their own group discussion. The teacher also gives limitation time when the students should finish the discussion.
5. Then, each group discusses their discussion result to another group. After getting the discussion between members of their own group and got the information of the text, the representative of each group discussed the result of their discussion to another group. The other members in the group may debate, clarify, give opinion, and criticize the result of discussion from another group.
6. The teacher explains about the material. Teacher helps students to explain in details what they have learned and the teacher may give corrections if any.
7. Finally, each student tries to answer the questions that have been prepared in the text. After discussion between groups and teacher, each student tries to answer the questions individually based on the tasks that have been provided by the teacher.

It is better for the teacher to arrange the class to form the group, give them instruction of how to start learning until the class ends. The teacher later

provides reward (score) based on the results which have been done by students.

D. Narrative Text

Narrative text is one of genre which is taught at the tenth grade students. It is the material which has been used in the teaching reading text. Therefore the writer discusses some points which relates to narrative. According to Anderson (1997), narrative is a piece of text, tells a story and, in doing so, entertains or informs the reader or listener. Meyers (2005) states that narrative is one of the most powerful ways of communicating with others.

From the definition above, narrative text is a story telling about something interesting to entertain the reader.

1. The Social Function of Narrative Text

Narrative is kind of genre which has social function to amuse, entertain and to deal with actual or vicarious experience indifferent ways. Hyland (2004) said that narrative is kind of genre which social purpose to entertain and instruct via reflection on experience, like novels, short stories, etc.

2. The Generic Structure of Narrative Text

One way in understanding narrative text is by identifying the generic structure of that text. The simple generic structure that is taught in senior high school is divided into the following five elements, those are:

orientation, complication, Sequence of events/climax, resolution and re-orientation. A more detailed generic structure of a narrative text has been proposed by Anderson (1997):

a. Orientation

In this paragraph, the writer introduces the main characters and possibly some minor characters in the story, when the story is taking place, where it is happening and what is going on.

b. Complication

This is the part of story where the writer tells the sets off events that influence what will happen. It describes the rising crises or problems which the participants to do with. It is the main component of story.

c. Sequence of events/climax

This is where the writer tells how the character reacts to the complication. It includes their feeling and what they do. The event can be told in chronological order (the order in which they happen) or with flashback. The audience is given the writer's point of view.

d. Resolution

After spelling many issues in the climax of text, the writer then tells to the reader about the solution of issues or the problem. Resolution is the crisis which is resolved for better or worse.

e. Re-orientation

It is an optional of generic structure of narrative text. So re-orientation is sometimes there and sometimes it isn't there in narrative text. It is usually in ending of story or closure of events.

It shows that there are some structures in narrative that must be a serious attention which were the structures of constructing a narrative. A typical narrative has an opening paragraph to introduce the subject of the narration, following by telling the problems of the story, and also having a final conclusion that signals at the end of the story. The researcher will show an example of narrative text.

The Snow Bride

Many years ago, when great forests still covered the hills of Japan, a samurai named Hikaru lost his way in a sudden winter storm. Snow pellets sharp as spears pierced his cloak and drove him blindly into the deep woods. Cold stalked him, and he had no weapon to battle this invisible enemy. Finally his horse burst into a clearing. The wind rattled the tree limbs, but no snow fell here. A wooden house squatted beside a huge camphor tree. The snow was a smooth white carpet. This quiet place seemed peaceful enough, but he sensed someone watching, waiting in silence. A door opened. A white-haired woman studied him.

Orientation



Hikaru smiled. He had killed fear long ago. But his horse ran away from the tiny hut. The samurai pulled the reins and drove it forward until the horse reluctantly moved forward. He found a lean-to built on the side of the hut, sheltered on one side by the hut and on the other by the tree. When his mount discovered some hay, its hunger drove out all fear. He left the animal peacefully grazing and went to find his hostess.

The hut was simply furnished; though firelight created a golden sparkle off the dishes and cups she set before him. Where this woman had found such luxuries, he wondered as she silently served him.

After he had eaten, he fixed eyes on her. “Who are you?” she kept her gaze modestly lowered. “I am called Yuki, my lord. This place is my home.” Yuki glided around the room in a silken whisper. Gradually he became aware of how quiet the woods had become. “Are you not lonely here?” her lips quirked in a shadow of a smile. “You are here, my lord. As long as you are pleased with me, how could I be lonely?” Time passed, but it was always winter. Hikaru forgot everything but the lovely woman who anticipated his wants. As soon as he thought, “I want –” Yuki was there, offering food and drink to fill his belly or song to soothe his soul. Yet men are never content. For a warrior, even an earthly.

→ Complication



One day, Hikaru woke with anger. Nothing Yuki said or did please him.

Dashing dishes off the table, the tiny crashes echoed how he'd destroyed his enemies in the past. The memory inflamed his temper. Enough of this quiet and inaction! He could find that in death.

"My lord, tell me how I have displeased you. I –"
 "You, woman!" he snapped. "You've kept me prisoner in this place far too long!" He rushed to the door and flung it open. A cold breeze brushed his cheek. Yuki grasped his sleeve. "My lord! Do not leave!"
 "Enough!" The samurai jerked from her grip. Rage boiled in his heart as he backhanded her. "Out of my way, woman!" "As you wish." The mark of his hand seemed a dark bruise on her pale skin. "I will bother you no more." Head bowed, Yuki stepped aside.

Climax

The door swung shut between them. A low moan shuddered amongst the trees. Wind whipped his helm from his head and his cloak off his shoulders. Cold knifed his body, just beneath the heart. "Yuki?" Blinded, Hikaru stumbled backwards, but tree bark scraped his questing hands. Where was the hut? It was cold, so cold. Spring came late that year. Birdsong welcomed the sun's return. The golden fingers of the goddess Amateratsu caressed the still alabaster face of the sleeping man. But he never wakened.

Resolution

As she continued her journey across the sky, cherry trees covered the silken clad form with tiny pink - edged petals, a living blanket of snow.

Re-orientation

3. The Language Features of Narrative

According to Anderson in teaching narrative text in improving writing to the tenth grade students of SMA Negeri 1 Petarukan, Pemalang by Intan Karolina(2006) the language features of narrative text are:

- a. Using nouns and pronouns to identify specific character, places or things in the story. For example: king, princess, he, she, etc
- b. Using Adjectives to provide accurate descriptions of the characters.
- c. Using time connective and conjunctions to sequence the events. For example: then, when, suddenly, etc.
- d. Using Past Tense.

Narrative text has many language features that must be identified, such as the specific characters, places, and time in order to ease the reader to understand the way of the story, give the adjectives to characters, and give the information about what characters will do.

4. Types of Narrative Texts

There are many different types of narrative texts, among others: humor, mystery, romance, fantasy, crime, science fiction, real life fiction, and theoretical fiction, adventure (Neo, 2005). There can be a combination of narratives within each of these different types.

E. Previous Related Studies

There are several researches that have been done by researcher in teaching reading comprehension through Small Group Discussion. First, Sari (2016) conducted a research entitled “The Effect Small Group Discussion in Reading Comprehension Class on Students’ Reading Comprehension”. The objectives of this research were to investigate the effect of using SGD technique in reading class on students’ reading comprehension and the students’ difficulties that students face on comprehending a text. The subject of the research was the second-grade students (XI MIA 2) of SMAN 1 Kalianda in the 2015-2016 academic years that consist of 24 students in this research. This research was conducted as mixed methodology design because it combined two methods between quantitative and qualitative researches. The implementation of this research, the researcher used pre-test, treatment, post-test and interview.

The researcher took one class as an experimental class where the students were given pre-test before the treatment and in the end was a post-test. This test was administered to the experimental class in order to find out the result of the treatment. Interview was an instrument that was used in this research in order to investigate the difficulties that the students might face on comprehending a text. Three students of twenty-four students randomly would be chosen as the interviewees by the researcher.

The first results of this study, there was an effect of SGD in reading class on students reading comprehension. The second finding revealed five

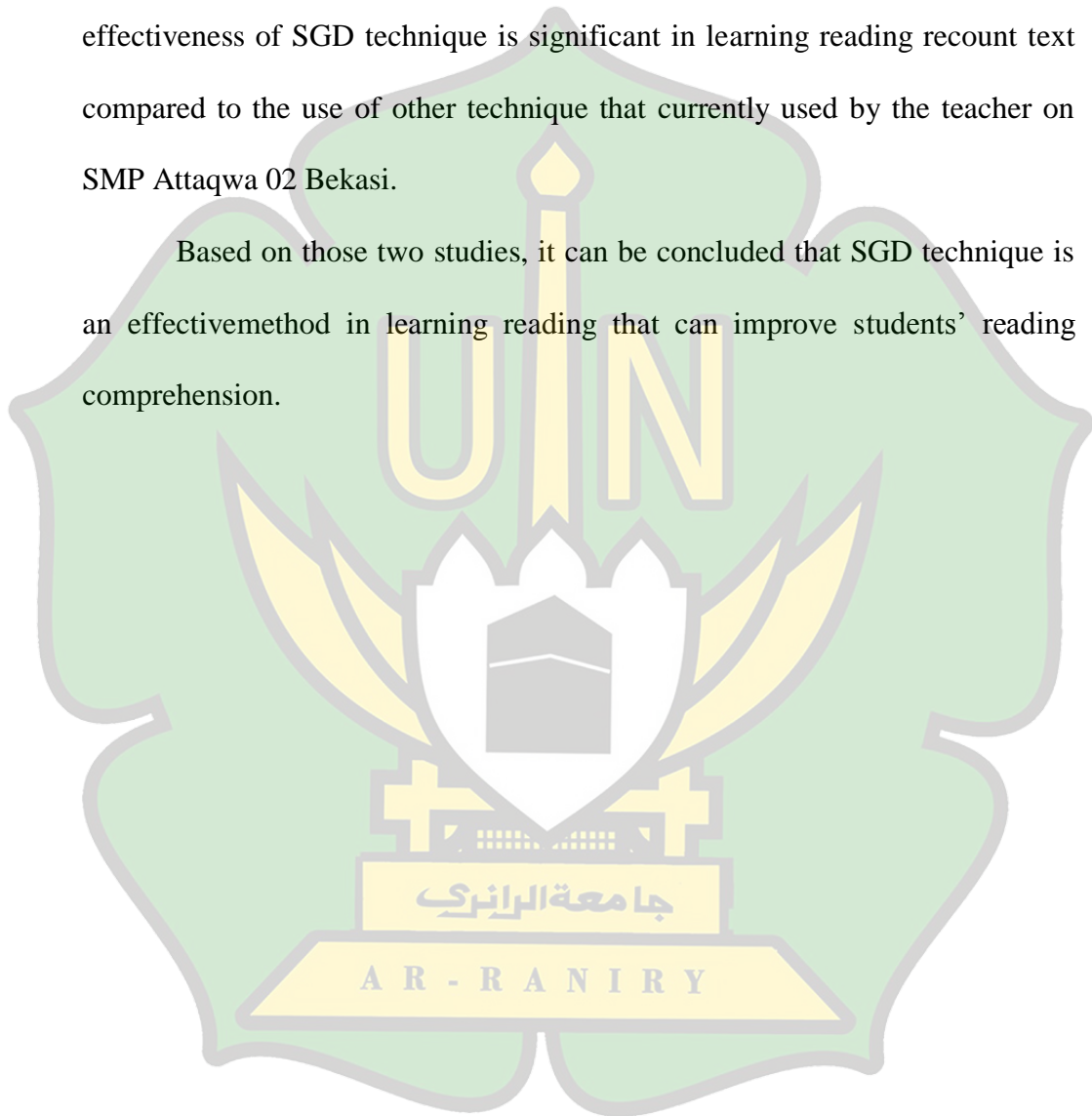
difficulties experienced by students faced in understanding the text, namely vocabulary, sentences, phrases, references, and background knowledge. The implementation of SGD in teaching Reading comprehension was able to resolve these difficulties since it required the students to share, discuss and unite their thoughts or problems in comprehending the content of the text with other group members. The result of this research shows that SGD techniques are suitable and effective techniques that can improve students' reading comprehension and resolve the difficulties on comprehending a text.

Second, Durriyah (2017) conducted a research entitle "The Effectiveness of Using Small Group Discussion on Students' Reading Comprehension of Recount Text". The aim of this research was to find out whether teaching reading recount text by using SGD technique was effective to improve students' reading ability and to know how significant the effective of SGD technique towards the students' reading comprehension of recount text at eight grades of SMP Attaqwa 02 Bekasi. The population of the research was 75 from the total three classes. The sample was obtained by using purposive sampling that resulting in two classes with 25 students in each class.

The method used in this research was quantitative with a pre-test and post-test quasi-experimental design. The researcher implemented SGD in the experimental class and the whole class teaching method was delivered in the control class. This study focused on giving the treatment in the experiment class by applying SGD in teaching reading recount text, and then the

researcher observed the result of teaching learning process by classroom observation test. The data were collected from test items which were tested to the students before and after treatment. The result showed that the effectiveness of SGD technique is significant in learning reading recount text compared to the use of other technique that currently used by the teacher on SMP Attaqwa 02 Bekasi.

Based on those two studies, it can be concluded that SGD technique is an effective method in learning reading that can improve students' reading comprehension.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study was conducted under experimental research. This study, the researcher aimed to find the significant differences before and after implementation SGD method, so the researcher had to take an experimental teaching to prove this technique. According to Cresswell (2012), one approach in conducting quantitative research is experimental research. In this case, the researcher tried a procedure chosen to determine whether it affects the results. First, the researcher had to decide on a procedure which will be applied to be one of variable experiences. After treatment, researcher determined whether those who experienced the procedure performed better on some results or not.

This experimental study was true experimental study design in form of pre-test and post-test group design. In this study, there were two classes chosen and both classes were given pre-test in the beginning and post-test at the end of the meeting. Moreover, the experimental class was given a treatment through SGD method, while the other one was the control class which was not given any treatment. There are four steps of this design; first, the researcher administering a pre-test, then, applying the treatment, after that is

administering a post-test and the last is the researcher would ask the students to answer the questionnaire about SGD method previously applied.

B. Research Participant

According to Margono (2004) population is the whole subject of the research. Population has an important role in conducting research. The population in this study was all students of the tenth-grade students of SMAN 3 Banda Aceh. To determine the sample, the researcher used random sampling. With random sampling, the researcher can choose the representative sample that can represent the population. According to Sugiono (2010), sample is part of number and characteristic set in the population. In this research, the researcher chose two classes; X MIPA-7 as experimental class and X IPS 2 as control class to be a sample.

C. Research Instrument

According to Sukmadinata (2006), instrument is something used in performing an action. The instrument for collecting the data in this study was reading comprehension test through narrative text. The test was given to the students to find out the students' scores before and after the treatment. This study would use pre-test and post-test as research instrument. The pre-test was given to students to know their earlier knowledge before they get treatment and the post-test was provided to the students after the treatments.

This study also used the questionnaire in order to get students' response toward the intervention in learning reading comprehension through SGD

method. It is also used to find out the students' responses toward the SGD method in helping them to improve their comprehension of the text.

D. Technique of Data Collecting

This study used some steps on collecting data, which were:

1. Pre-Test

In the first meeting, the researcher provided the pre-test to both of classes to find out the students' ability in reading comprehension before the treatment was given. In the testing process, the students had to answer the pre-test which consist of 10 items of questions. The results of this test become the evaluation before applying SGD method in teaching reading comprehension in the class.

2. Post-Test

Post-test was given to both experimental and control classes after the treatment. Similar to pre-test, post-test also consists of 10 items of questions. From the score of this test, the researcher was intended to find out the implementation of SGD as method in teaching reading comprehension. Furthermore, the result of the scoring was compared with pre-test. In this case, the researcher knew how far is the implementation of using SGD as method in teaching reading comprehension.

3. Questionnaire

According to Nasution (2011) “questionnaire is a data collection that uses a list of questions”(p. 128). It means questionnaire is one of the techniques of collecting data about something by using some questions.

The additional data of the questionnaire was analysed statistically by the answers chosen by the students. There are 11 questions offer to the students which were related to the use of SGD method in reading class. The kind of questionnaire were close-ended questions by giving 11 questions with four optional answer (strongly agree, agree, disagree, strongly disagree). The close-ended question was chosen in the questionnaire because it is easier to analyse.

E. Technique of Data Analysis

1. Test

Brown (2004) states that “test is a method of measuring a person’s ability, knowledge, or performance in a given domain. Test is designed to determine a student’s progress toward mastery of a content area. To find out the mean score of the data, the researcher used the formula in Microsoft Excel “Average”. The mean was calculated by adding a group of numbers and then dividing by the count of those numbers. After assessing students’ reading comprehension through SGD method, the researcher used SPSS program to calculate the data. The T-test is intended to test whether there was significant difference on students’ reading comprehension through

SGD method between the control group and the experimental group. If sig 2-tailed greater than 5% means there is no significant difference between the control group and the experimental group.

However, if the sig 2-tailed value is less than 5% means there is a significant capacity difference between the control group and the group experiment.

2. Questionnaire

The data on student responses to the use of the method were also analyzed by calculating the percentage of students' answers in each question on the questionnaire. According to Sudjono (2008), the formula to find percentage of the questionnaire results is as bellow:

$$P = \frac{F}{N} \times 100\%$$

Note:

- P : Percentage
- F : Frequency of respondents
- N : Total number of samples
- 100% : Constant value

CHAPTER IV

FINDING AND DISCUSSION

a. Test Result

This research was conducted at SMA Negeri 3 Banda Aceh which was started from April to May 2019. The research in control class started from April 24th to April 26th, while in experimental class, it started from April 13rd to May 6th, 2019. There were five meetings (including pre-test and post-test).

To find out the answer of the research question in the previous chapter, the researcher used reading comprehension test twice. A pre-test was administrated before the treatment and a post-test was done after the treatment which aimed to know whether there was significant difference in implementation teaching reading comprehension through SGD method before and after the treatments were given to the students.

In order to arrange and calculate the data systematically, the researcher analyzed the data by using SPSS program. Moreover, the explanation of the results of the research was presented in the following section.

1. The Result of Students' Pre-Test and Post-Test score in Control Class

The researcher used two tests in collecting the data; pre-test and post-test. The following explanation is the result of pretest, post-test, and the mean score of control class.

Respondent	Control Class	
	Pre-Test	Post-Test
1	7	8
2	9	8
3	9	8
4	9	8
5	8	7
6	3	5
7	9	7
8	8	5
9	8	7
10	4	6
11	8	9
12	8	8
13	7	7
14	5	7
15	7	8
16	6	6
17	5	7
18	5	8
19	6	7
20	3	3
21	4	7
22	6	8
23	7	7
Mean Score	6.565	7

Table 4.1

The result of students' pre-test and post-test scores in control class

Based on the table above, it shows that the students' mean score of pre-test was 6.565 and the students' mean score of post-test was 7. So, the improvements of the students' mean score of pre-test and post-test was 0.435. It means there was a slight difference of scores between pre-test and post-test in control class. Then, the result of the test is presented in the following chart.

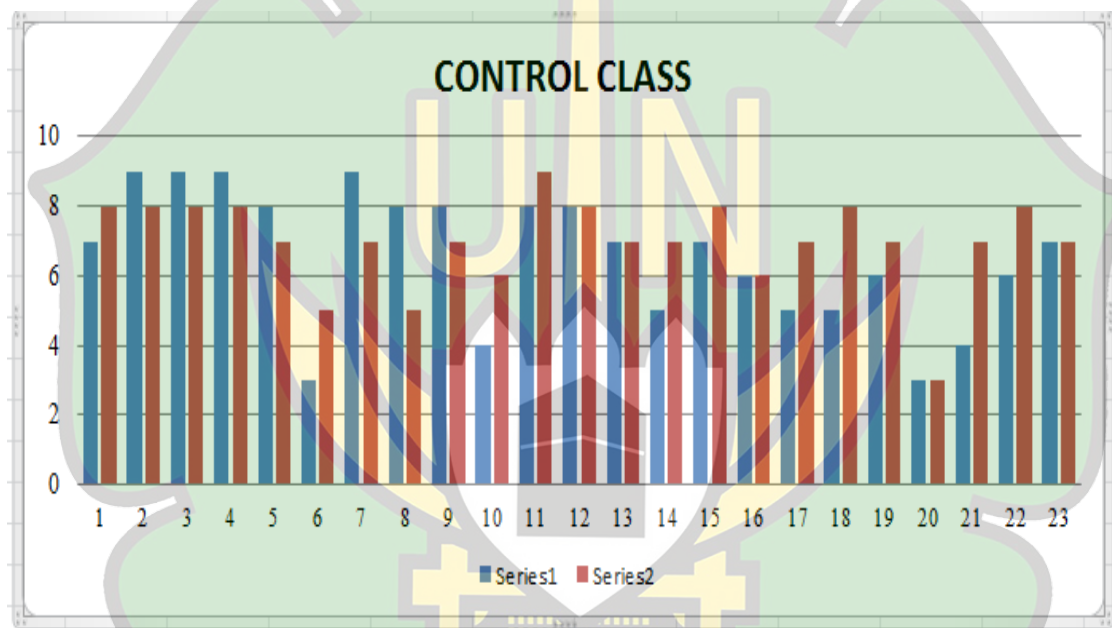


Chart 4.1 The differences between pre-test and post-test in control class

Note:

N : 23 students

Series 1 : Students' score of pre-test in control class

Series 2 : Students' score of post-test in control class

2. The Result of Students' Pre-Test and Post-Test score in Experimental Class

In experimental class, the researcher used two tests in collecting the data; pre-test and post-test. The results of pre-test, post-test, and the mean score of experimental class are explained below:

Table 4.2

The result of students' pre-test and post-test scores in experimental class

Respondent	Experimental Class	
	Pre-Test	Post-Test
1	7	8
2	9	8
3	7	10
4	6	9
5	7	9
6	9	8
7	6	8
8	5	9
9	5	8
10	5	8
11	8	10
12	4	8
13	5	8
14	9	9
15	6	9
16	9	8
17	9	10
18	8	10
19	8	9
20	7	9
21	4	8
22	6	8
23	7	8
Mean Score	6,782	8,653

The data above show that there was a significant difference between pre-test and post-test score in experimental class. It could be seen from mean score of both tests in which the score of pre-test was 6,782, while in post-test was 8,653. If these scores were compared, it can be seen that the differences were 1,871. Then, the result of the test was presented in the following chart.

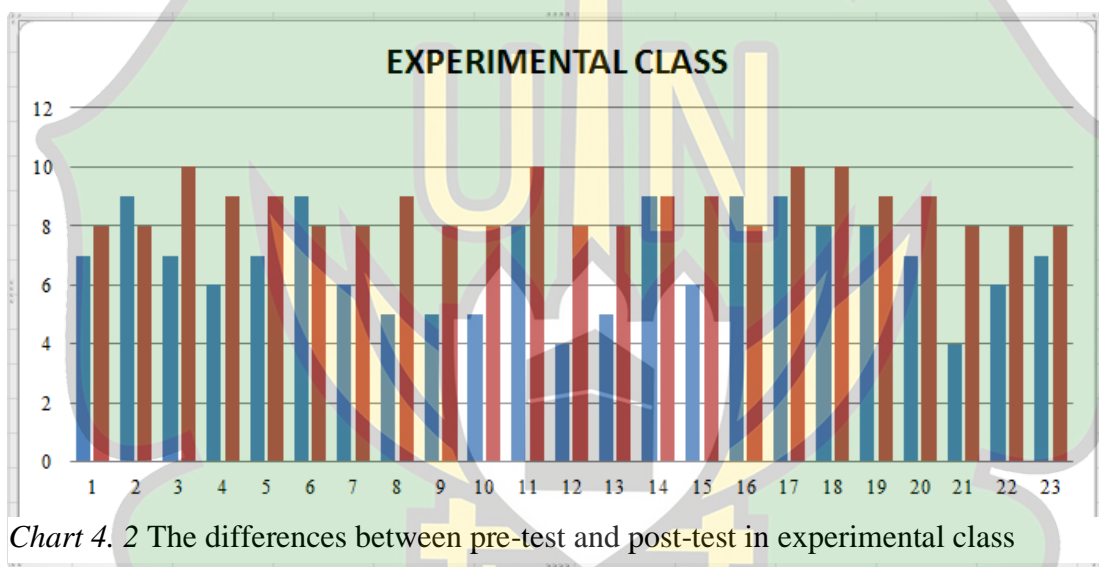


Chart 4. 2 The differences between pre-test and post-test in experimental class

Note:

N : 23 students

Series 1 : Students' score of pre-test in experimental class

Series 2 : Students' score of post-test in experimental class

3. The T-Test's Result of Pre-Test and Post-Test in Control and Experimental Class

The researcher used the T-test on the SPSS program to see if there were significant differences between pre-test and post-test in the two classes. Then, this is the result of the T-test from the pre-test and post-test of the two classes. The researcher compared the results in the following tables:

Table 4.3
T-test's result of pre-test in control and experimental classes

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
pretas	Equal variances assumed	.815	.372	-.411	44	.683	-.21739	.52894	-1.28339	.84861
	Equal variances not assumed			-.411	42.986	.683	-.21739	.52894	-1.28410	.84932

Based on Table 4.3, the significance value (sig (2-tailed)) is 0,683 which is more than significance level of 0, 05 ($\alpha = 5\%$). It means that the result of students' reading comprehension in control and experimental classes do not have any significant differences. In other words, both classes are in the same standard.

Table 4.4**T-test's result of post-test in control and experimental classes**

Group Statistics					
	VAR00002	N	Mean	Std. Deviation	Std. Error Mean
VAR00001	1.00	23	7.0000	1.31426	.27404
	2.00	23	8.6522	.77511	.16162

Independent Samples Test									
Levene's Test for Equality of Variances					t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower Upper
VAR00001	Equal variances assumed	.780	.382	-5.193	44	.000	-1.65217	.31815	-2.29337 -1.01098
	Equal variances not assumed			-5.193	35.653	.000	-1.65217	.31815	-2.29763 -1.00672

The data above show the post-test's result of both classes. It shows the value on column sig. (2-tailed) is 0,000 which is less than 0,05 ($\alpha = 5\%$). It means that there is significant difference result between students' reading comprehension in control and experimental classes. The intended improvement was shown by the students in the experimental class which is taught by SGD method. Thus, SGD method helps students to improve their comprehension in reading. It proves that the treatment by using SGD method could be an effective way.

Then, the pre-test of both classes was compared in the following chart.

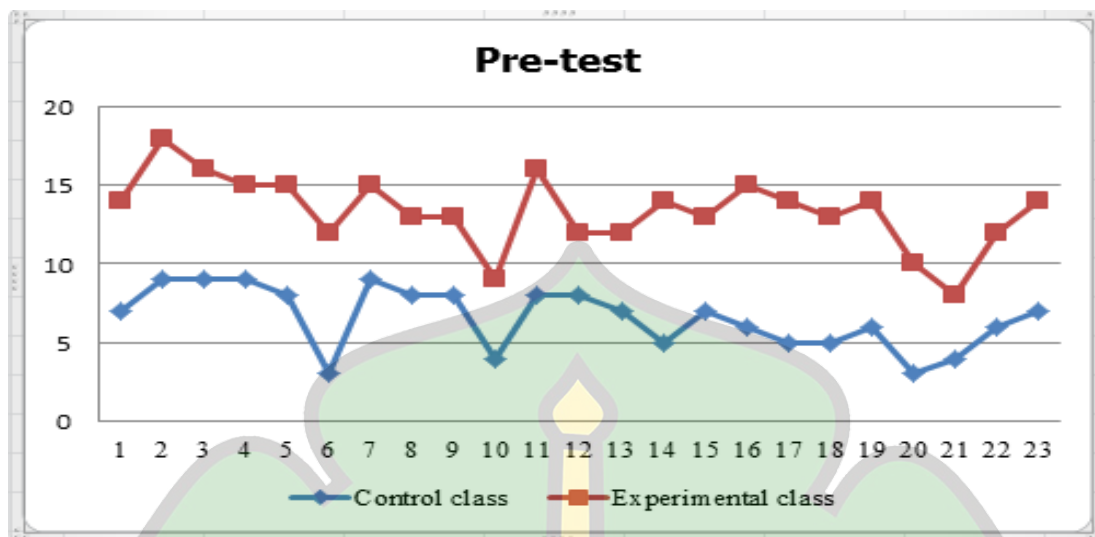


Chart 4.3 Pre-test comparison of control and experimental classes

Note:

of respondents

N : 23 students

—■— : The comparison score of pre-test in experimental class

—◆— : The comparison score of pre-test in control class

Also, the post-test of both classes could be compared in the following chart, in order to see the significant differences of both classes.

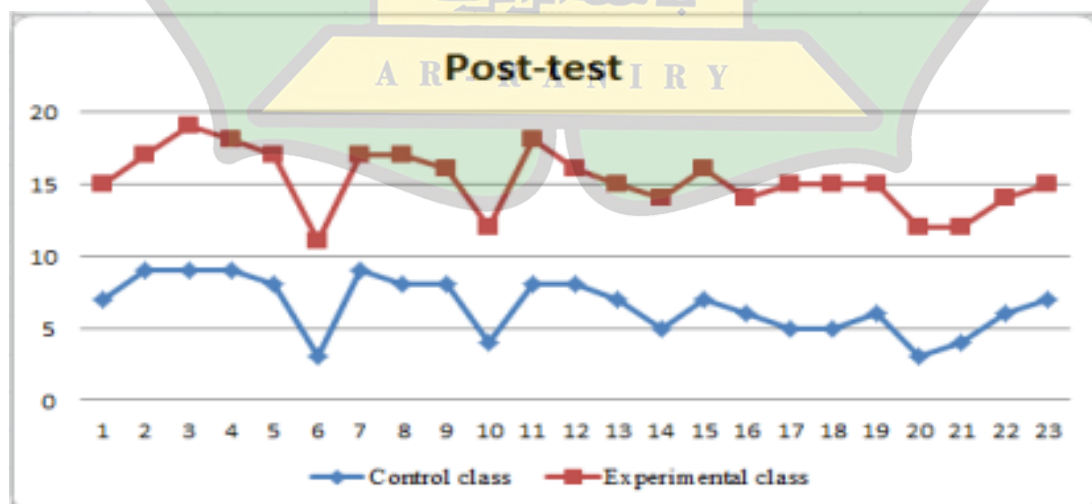


Chart 4.4 Post-test comparison of control and experimental classes

Note:

N : 23 students

 : The comparison score of post-test in experimental class

 : The comparison score of post-test in control class

b. Questionnaire Result

One of the techniques of data collection used in this study was questionnaire which is aimed to gain information of the students' responses toward the implementation of SGD method in experimental class. The questionnaire was distributed to the students and it consisted of 11 questions in multiple choice items related to the implementation of SGD method. As has been mentioned in chapter III, the data of the questionnaire were analyzed by using the following formula:

$$P = \frac{F}{N} \times 100\%$$

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Note:

P : Percentage

F : Frequency

N : Total number of samples

100% : Constant value

Furthermore, the result of each questions in questionnaire were elaborated in detail in the following table:

Table 4.5

Pentingnya pemahaman membaca dalam belajar Bahasa Inggris

No	Option	Frequency	%
1	a. Sangat Setuju	19	82,6
	b. Setuju	4	17,4
	c. Tidak Setuju	0	0
	d. Sangat Tidak Setuju	0	0
Total		23	100 %

Table 4.5 shows that reading comprehension is very important in learning English. 82,6% of students chose strongly agree, 17,4% of them selected agree and surprisingly, none of them chose disagree. Regarding this, more than 80% of students agree in learning English, reading comprehension section is very important.

Table 4.6

Saya menyukai pembelajaran Bahasa Inggris menggunakan metode Small Group Discussion

No	Option	Frequency	%
2	a. Sangat Setuju	9	39,1
	b. Setuju	13	56,5
	c. Tidak Setuju	1	4,4
	d. Sangat Tidak Setuju	0	0
Total		23	100 %

Based on table 4.6, none of the students chose strongly disagree, only 1 out of 23 students chose disagree. In contrary, 13 students (56,5%) selected agree and 9 (39,1%) of them select strongly agree. It means, almost all students like learning English through SGD method.

Table 4.7

Pembelajaran dengan menggunakan metode Small Group Discussion aktif dan menyenangkan

No	Option	Frequency	%
3	a. Sangat Setuju	10	43,4
	b. Setuju	12	52,2
	c. Tidak Setuju	1	4,4
	d. Sangat Tidak Setuju	0	0
Total		23	100 %

From 23 students, 12 students (52,2%) selected strongly agree and 10 (43,4%) of students selected agree that learning by using SGD method was fun and made them more active. However, 4,4% disagree that SGD method did not make them active.

Table 4.8

Pembelajaran dengan menggunakan metode Small Group Discussion membuat saya mudah memahami pelajaran.

No	Option	Frequency	%
4	a Sangat Setuju	10	43,4
	b Setuju	12	52,2
	c Tidak Setuju	1	4,4
	d Sangat Tidak Setuju	0	0
Total		23	100 %

Based on the table 4.8, it shows that option (a) chosen by 43,4% students, it means 10 of 23 students strongly agree that SGD method eases them in learning. Meanwhile, 1 (4,4%) of them chose disagree. Amazingly none of them selected option (d) which proved that SGD method made them not difficult to understand the lesson. It can be concluded that most of students felt easy to understand the lesson by using SGD method.

Table 4.9

Dengan adanya pembelajaran menggunakan metode Small Group Discussion membuat saya berani mengemukakan pendapat

No	Option	Frequency	%
5	a Sangat Setuju	10	43,4
	b Setuju	9	39,1
	c Tidak Setuju	4	17,4
	d Sangat Tidak Setuju	0	0
Total		23	100 %

From the table above, it can be seen that only 4 students (17,4%) selected disagree. In contrary, 43,4% of them or 10 students chose strongly agree, and 9 students (39,1%) chose agree. It can be concluded that 80% of the students agree learning by using SGD method makes them brave to express their opinion.

Table 4.10

Small Group Discussion mendorong saya untuk lebih kreatif

No	Option	Frequency	%
6	a Sangat Setuju	11	47,8
	b Setuju	12	52,2
	c Tidak Setuju	0	0
	d Sangat Tidak Setuju	0	0
Total		23	100 %

Based on the table 4.10, 47,8% students selected strongly agree and 52,2% chose agree. Surprisingly, none of them selected option (c) and (d) which proves that self-study does not make them develop. It means, 100% students agree SGD method encourage them to be more active and creative.

Table 4.11

Saya mengalami banyak kesulitan didalam pembelajaran dengan menggunakan metode Small Group Discussion

No	Option	Frequency	%
7	a Sangat Setuju	0	0
	b Setuju	4	17,4
	c Tidak Setuju	17	74,0
	d Sangat Tidak Setuju	2	8,6
Total		23	100 %

The table above shows that 17,4% of the students selected option b which agrees that they had difficulties in learning using SGD method. On the other hand, 74,0% of students chose disagree and 8,6 chose strongly disagree that they did not find any difficulty in learning reading comprehension by using SGD method. The advantage of SGD method is to ease students in learning because they can help each other in their groups.

Table 4.12*Saya lebih menyukai belajar kelompok dari pada belajar sendiri*

No	Option	Frequency	%
8	a Sangat Setuju	11	47,8
	b Setuju	10	43,5
	c Tidak Setuju	2	8,7
	d Sangat Tidak Setuju	0	0
Total		23	100 %

Table 4.12 shows that almost all of students agree that they prefer learning in a group rather than self-study. The detail was 11 (47,8%) of students chose strongly agree and 10 of them (43,5%) elected option b which is agree. Meanwhile, 2 students (8,7%) said that they prefer self-study rather than group learning. The researcher can conclude that the students like learning in a group because in a group, the students can work together, can help each other while doing the task. This condition makes student interested and enjoy following the lesson.

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Table 4.13

Belajar dengan menggunakan metode Small Group Discussion membuat saya mendapatkan banyak informasi

No	Option	Frequency	%
9	a Sangat Setuju	14	60,9
	b Setuju	9	39,1
	c Tidak Setuju	0	0
	d Sangat Tidak Setuju	0	0
Total		23	100 %

Based on the table above, all of the students agree that SGD method made them easier to get more information. It is supported with 14 of students (60,9%) selected option (a) which is strongly agree and 39,1% chose agree. By contrary, none of the students said disagree that learning using SGD method made them find more information.

Table 4.14

Belajar dengan menggunakan metode Small Group Discussion membuat kelas menjadi ribut

No	Option	Frequency	%
10	a Sangat Setuju	8	34,8
	b Setuju	10	43,5
	c Tidak Setuju	5	21,7
	d Sangat Tidak Setuju	0	0
Total		23	100

Table 4.14 shows that 21,7% students elected disagree that learning by using SGD method makes the class situation becomes noisy. Besides that, average students agree that learning by using SGD method makes the class situation becomes noisy which is proved by the fact that 43,5% of the students agree and 34,8% selected strongly agree. They agree that learning in a group made them easy talked to each other when they looked for their group friends. They are also busy with their new teams and where they would sit. This condition makes the class situation crowded.

Table 4.15

Saya senang guru menerapkan metode Small Group Discussion dalam mengajar Reading Comprehension

No	Option	Frequency	%
11	a Sangat Setuju	14	60,9
	b Setuju	7	30,4
	c Tidak Setuju	2	8,7
	d Sangat Tidak Setuju	0	0
Total		23	100

In the table 4.15, it can be seen that more than half of the students chose strongly agree and 30,4% of the rest chose agree if the teacher apply SGD method in teaching reading comprehension process. However, 8,7%

choose disagree. The researcher concluded that the students enjoyed this method in learning reading comprehension.

c. Discussion

After having analyzed the data, it is necessary to discuss the research questions in the first chapter of study. The research question was 'Is there significant difference in the implementation of teaching reading comprehension through Small Group Discussion (SGD) method to tenth grade students at SMAN 3 Banda Aceh?'. This question was answered by pre-test, post-test result in control and experimental class and questionnaire result in experimental class. The researcher gave some treatment to the student in experimental class by teaching reading comprehension about narrative text by using SGD method. This treatment was about how to apply SGD method in reading comprehension in experimental class, while the control class students were taught without SGD method. Based on the data analysis, it was found that students who are taught with SGD method experienced good improvement in their score. In experimental group, the score significantly improve from pre-test to post-test which has different of 1,871 points. Whereas in the control group where students were taught without using SGD method, the score does not significantly improve due to the fact that the difference is only 0,435.

Furthermore, there are some research findings proposed by other researchers supported to this test result. Based on research findings conducted

by Sari (2016), she found out that the implementation of SGD in teaching Reading comprehension was able to resolve the difficulties in reading comprehension since it required the students to share, discuss and unite their thoughts or problems in comprehending the content of the text with other group members. Besides, Durriyah (2017) found that SGD is the effective method in learning reading comprehension which is currently used by the teacher in SMP Attaqwa 02 Bekasi.

Harmer (1991) states that working in a group is potentially more relaxing than working in pairs. In a group, the students can work together, share their opinion, experiences, ideas, and help each other to do the task. This condition makes student interested and enjoy following the lesson.

The researcher distributed the questionnaire to the experimental class to know their opinions toward the implementation of SGD method that can be helpful to improve their reading comprehension or not. The questionnaire was formed in 11 questions about the implementation of SGD method. The students gave positive responses to almost all questions, although some of them gave negative responses to 1 or 2 questions that were less dominant than positive responses.

After analyzing the questionnaire, the researcher found that most students were interested in learning reading comprehension through the SGD method. The data also show that students consider that this method can help them to improve their reading comprehension.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

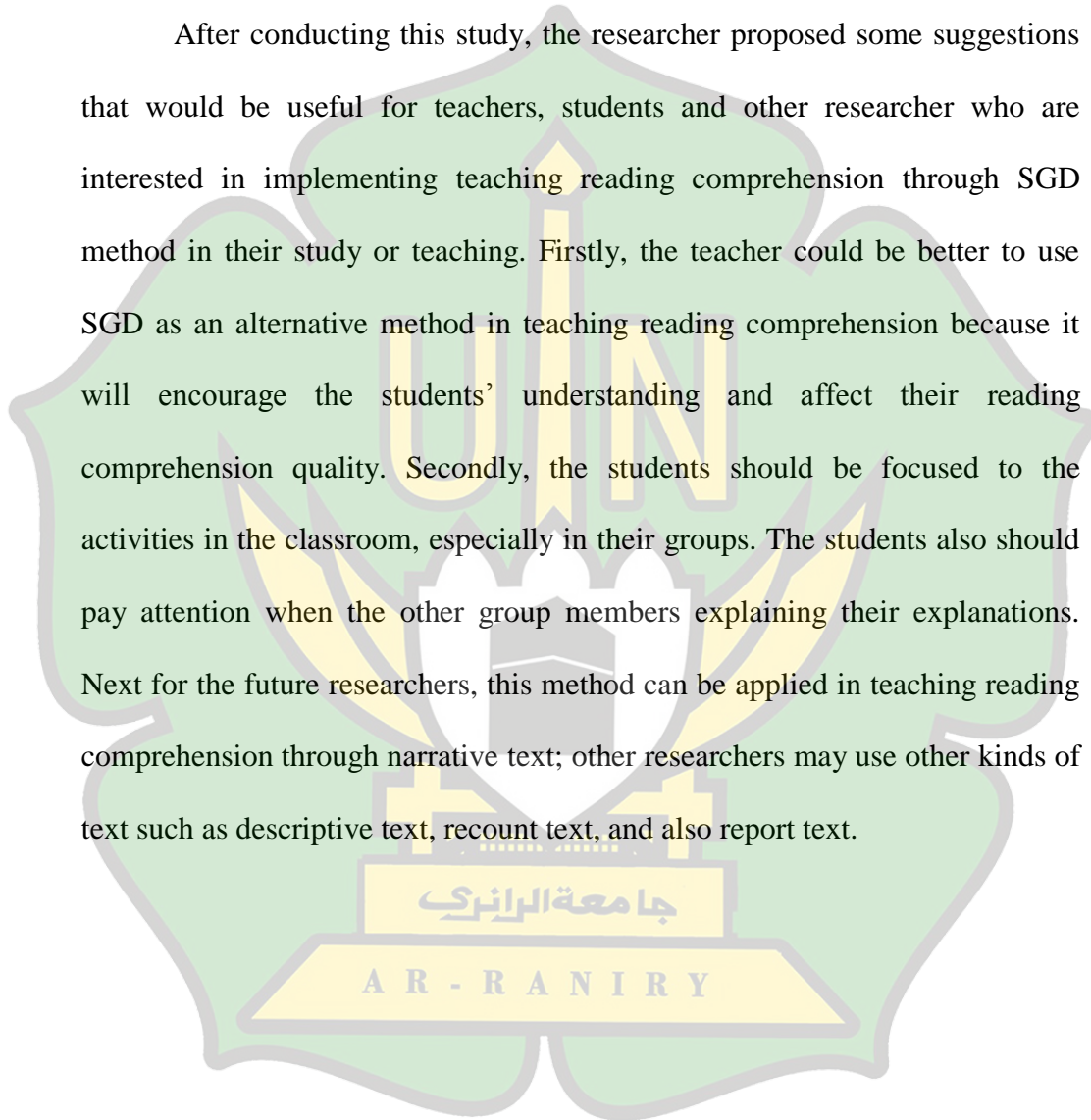
Based on the result and discussion in the previous chapter, this chapter comes up with the conclusions. After analyzing the data, the researcher found out that SGD method can improve students' reading comprehension. It was proved by the students' mean score in experimental class of post-test which was higher than the pre-test ($8,653 > 7$). It is also supported by T-test result on SPSS program which shows that; the post-test the value sig. (2-tailed) is 0,000 which is less than 0,05 ($\alpha = 5\%$) means the result of students' reading comprehension in both classes have a significant difference. The value on sig. (2-tailed) in pre-test is 0,683 which is more than significance level 0, 05 ($\alpha = 5\%$). It means that the results of students' reading comprehension in control and experimental classes have no any significant differences. It can be concluded that the experimental class showed the improvement through using SGD method. Moreover, SGD method helped students to improve their comprehension in reading. It proved that the treatment by using SGD method could be an effective way to improve students' reading comprehension.

Furthermore, the students were also given the questionnaire to know their responses in implementation of SGD method. The students were

interested learning using SGD method, it can be seen most of them provided positive responses toward this method.

B. Suggestion

After conducting this study, the researcher proposed some suggestions that would be useful for teachers, students and other researcher who are interested in implementing teaching reading comprehension through SGD method in their study or teaching. Firstly, the teacher could be better to use SGD as an alternative method in teaching reading comprehension because it will encourage the students' understanding and affect their reading comprehension quality. Secondly, the students should be focused to the activities in the classroom, especially in their groups. The students also should pay attention when the other group members explaining their explanations. Next for the future researchers, this method can be applied in teaching reading comprehension through narrative text; other researchers may use other kinds of text such as descriptive text, recount text, and also report text.



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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B- 4796/UN.08/FTK/KP.07.6/04/2019

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-
RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: **B-10383/UN.08/FTK/KP.07.6/10/2018** tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
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7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
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9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
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11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 27 September 2018
- MEMUTUSKAN**
- Menetapkan : **PERTAMA** : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: **B-10383/UN.08/FTK/KP.07.6/10/2018** tanggal 15 Oktober 2018
- KEDUA** : Menunjuk Saudara:
1. Yuni Setianingsih, M.Ag. Sebagai Pembimbing Pertama
2. Rahmi Fhonna, MA. Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi :
- Nama : Ade Mestika
- NIM : 140203231
- Program Studi : Pendidikan Bahasa Inggris
- Judul Skripsi : **The Implementation of Teaching Reading Comprehension Through Small Group Discussion Methode of Tenth Grade Students at SMAN 3 Banda Aceh**
- KETIGA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2019 dengan Nomor: 025.04.2.423925/2018 tanggal 5 Desember 2018.
- KEEMPAT** : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2019/2020
- KELIMA** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Tanggal: 23 April 2019



Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;



**KEMENTERIAN AGAMA
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Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
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Nomor : B-3382/Un.08/FTK.1/TL.00/03/2019
Lamp : -
Hal : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

14 Maret 2019

Kepada Yth.

Di -
Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

Nama : Ade Mestika
NIM : 140 203 231
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : X
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
Alamat : Jl.Mon Tuk Kade Dsn.Tgk.Chik Lamdom Lueng Bata

Untuk mengumpulkan data pada:

SMAN 3 Banda Aceh.

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

The Implementation of Teaching Reading Comprehension Through Small Group Discussion Technique Tenth Grade Students at SMAN 3 Banda Aceh.

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Wakil Dekan Bidang Akademik
dan Kelembagaan,



Kode: 6117



PEMERINTAH ACEH DINAS PENDIDIKAN

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Nomor : 070 / B.1 / 3923 d / 2019
Sifat : Biasa
Hal : Izin Pengumpulan Data

Banda Aceh, 26 Maret 2019
Yang Terhormat,
Kepala SMA Negeri 3 Banda Aceh
di -
Tempat

Sehubungan dengan surat Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh Nomor : B-3382/Un.08/FTK.1/TL.00/03/2019 tanggal, 14 Maret 2019 hal: "Mohon Bantuan dan Keizinan Pengumpulan Data Skripsi", dengan ini kami memberikan izin kepada:

Nama : Ade Mestika
NIM : 140 203 231
Program Studi : Pendidikan Bahasa Inggris
Judul : "THE IMPLEMENTATION OF TEACHING READING COMPREHENSION THROUGH SMALL GROUP DISCUSSION TECHNIQUE TENTH GRADE STUDENTS AT SMAN 3 BANDA ACEH"

Namun untuk maksud tersebut kami sampaikan beberapa hal sebagai berikut :

1. Mengingat kegiatan ini akan melibatkan para siswa, diharapkan agar dalam pelaksanaannya tidak mengganggu proses belajar mengajar;
2. Harus mentaati semua ketentuan peraturan Perundang-undangan, norma-norma atau Adat Istiadat yang berlaku;
3. Demi kelancaran kegiatan tersebut, hendaknya dilakukan koordinasi terlebih dahulu antara Mahasiswi yang bersangkutan dan Kepala Sekolah;
4. Melaporkan dan menyerahkan hasil Pengumpulan Data kepada pejabat yang menerbitkan surat izin Pengumpulan Data.

Demikian kami sampaikan, atas kerjasamanya kami haturkan terima kasih.

a.n KEPALA DINAS PENDIDIKAN
KEPALA BIDANG PEMBINAAN SMA DAN
PKLK

ZULKIFLI, S.Pd, M.Pd
PEMBINA TINGKAT I
NIP. 19700210 199801 1 001

Tembusan :

1. Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh;
2. Mahasiswi yang bersangkutan;
3. Arsip.



**PEMERINTAH ACEH
DINAS PENDIDIKAN
SEKOLAH MENENGAH ATAS NEGERI 3 KOTA BANDA ACEH**

Jalan Tgk. H. Mohd. Daud Beureu-eh Nomor 454 Kota Banda Aceh Kode Pos. 23126
Telepon (0651) 23206, Faks. (0651) 23206, e-mail : sman3bandaaceh77@gmail.com
website : <http://www.sma3bandaaceh.sch.id/>

Nomor : 074/923/2019
Lampiran : -
Perihal : **Telah Melakukan Pengumpulan Data**

Yth. Dekan Bidang Akademik dan
Kelembagaan Fakultas Tarbiyah dan
Keguruan Universitas Islam Negeri Ar-
Raniry Banda Aceh
Di
Banda Aceh

Sehubungan dengan Surat Kepala Dinas Pendidikan Aceh Nomor :
070/B.I/3923.d/2019 Tanggal 26 Maret 2019 Tentang : Izin Pengumpulan data , maka
dengan ini kami beritahukan bahwa:

Nama : Ade Mestika
NIM : 140 203 231
Prodi Studi : Pendidikan Bahasa Inggris

Sudah melakukan Pengumpulan Data pada SMA Negeri 3 Banda Aceh, Dalam rangka
menyusun Skripsi, dengan Judul " **THE IMPLEMENTATION OF TEACHING READING
COMPREHENSION THROUNG SMALL GROUP DISCUSSION TECHNIQUE TENTH
GRADE STUDENTS AT SMAN 3 BANDA ACEH**

Demikian Surat Pemberitahuan ini diberikan untuk dapat dipergunakan seperlunya

Banda Aceh, 06 Mei 2019
Kepala,

SYARWAN JONIS.Pd.M.Pd
Pembina Tk.I
NIP.19730505 199803 1 008

LESSON PLAN I

School : SMA Negeri 3 Banda Aceh
Subject : English
Class : X
Time Allocation : 2 x 45 minutes
Meeting : 1

A. Standard Competence

Students are able to express the meaning of short narrative essay accurately in the daily life context.

B. Basic Competence

Responding the meaning in formal and informal function texts which used the variety of language accurately, fluently and appropriately in daily life context in narrative.

C. Indicators

1. Mentioning the definition of narrative text.
2. Identifying the generic structure of narrative text.
3. Find out the difficult words in the text.
4. Identify the moral value of narrative text.
5. Answering the questions based on the text.

D. Learning Objectives

1. The students are able to mention the definition of narrative text.
2. The students are able to identify the generic structure of narrative text.
3. The students are able to find out the difficult words in the text.
4. The students are able to identify the moral value of narrative text.
5. The students are able to answer the questions based on the text.

E. Learning Materials

Narrative Text

A narrative is a piece of text which tells a story to entertain and informs the reader or listener.

a. Social function

To amuse, to entertain the reader about the story.

b. Generic structure

- Orientation: in which the narrator tells the audience about who is in the story, when the story is taking place and where the action is happening.
- Complication: sets off a chain of events that influences what will happen in the story.
- Resolution: in which the characters finally sort out the complication.
- Re-orientation: ending of story or closure of events.

c. Language features

- Using nouns and pronouns to identify specific character, places or things in the story. For example: king, princess, he, she, etc
- Using Adjectives to provide accurate descriptions of the characters.
- Using time connective and conjunctions to sequence the events. For example: then, when, suddenly, etc.
- Using Past Tense.

Learning Activity

Meeting I

Procedures	Activities	Time
<i>Opening</i>	<ul style="list-style-type: none">- Greeting- Teacher checks the students' attendance- Teacher guide the students to pray- Teacher tells the students the learning aim	15 minutes
<i>Main Activities</i>	<ol style="list-style-type: none">1. Exploration<ul style="list-style-type: none">- Students are asked what they know about narrative text2. Elaboration<ul style="list-style-type: none">- Students listen and pay attention to the teacher's explanation about narrative text- Teacher divided the students into groups that consist of 4 members each group.- Teacher gives an example of narrative text.- Teacher Instructs the students to read the text.- Teacher Ask students to identify the topic, parts of narrative and language features of narrative in their group.3. Confirmation<ul style="list-style-type: none">- Students with the help of teacher discuss to solve the problem.- Teacher choose some group to present their discussion result and each group must comment, give advices to the group presenting.	60 minutes.
	<ul style="list-style-type: none">- Students pay attention to the teacher's evaluation.- Students pay attention to the teacher's explanation	

<i>Closing</i>	about the conclusion of the material. - Students respond to the teacher's greeting.	15 minutes
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Text for 1st Meeting

The Town Mouse and the Country Mouse

Once upon a time, a Town Mouse had a visit from his cousin in the country. He was so happy. He loved his cousin and made him heartily welcome. Beans and bacon, cheese and bread, were all he had to offer, but he offered them freely. The Town Mouse said: "I cannot understand, Cousin, how you can put up with such poor food as this, but of course you cannot expect anything better in the country; come you with me and I will show you how to live. When you have been in town a week you will wonder how you could ever have stood a country life."

Next, the two mice set off for the town and arrived at the Town Mouse's residence late at night. "You will want some refreshment after our long journey," said the polite Town Mouse, and took his friend into the grand dining-room. There they found the remains of food, and soon the two mice were eating up jellies and cakes and all that was nice. Suddenly they heard growling and barking. "What is that?" said the Country Mouse. "It is only the dogs of the house," answered the other. "Only!" said the Country Mouse. "I do not like that music at my dinner." Just at that moment the door flew open, in came two dogs, and the two mice had to run away. "Good-bye, Cousin,"

said the Country Mouse, "What! Going so soon?" said the other. "Yes," he replied;
"Better beans and bacon in peace than cakes and beer in fear."

Answer the following questions based on the text above.

1. Who came to visit the country mouse?
2. What did the country mouse offer to his guest?
3. Where did the two mice go?
4. When the two mice arrive at the Town Mouse's residence?
5. How many dogs were in the house?
6. Why did the country mouse leave so soon?
7. What is the moral value from the text?



LESSON PLAN II

School : SMA Negeri 3 Banda Aceh
Subject : English
Class : X
Time Allocation : 2 x 45 minutes
Meeting : 2

A. Standard Competence

Students are able to express the meaning of short narrative essay accurately in the daily life context.

B. Basic Competence

Responding the meaning in formal and informal function texts which used the variety of language accurately, fluently and appropriately in daily life context in narrative.

C. Indicators

6. Mentioning the definition of narrative text.
7. Identifying the generic structure of narrative text.
8. Find out the difficult words in the text.
9. Identify the moral value of narrative text.
10. Answering the questions based on the text.

D. Learning Objectives

6. The students are able to mention the definition of narrative text.
7. The students are able to identify the generic structure of narrative text.
8. The students are able to find out the difficult words in the text.
9. The students are able to identify the moral value of narrative text.
10. The students are able to answer the questions based on the text.

E. Learning Materials

Narrative Text

A narrative is a piece of text which tells a story to entertain and informs the reader or listener.

d. Social function

To amuse, to entertain the reader about the story.

e. Generic structure

- Orientation: in which the narrator tells the audience about who is in the story, when the story is taking place and where the action is happening.
- Complication: sets off a chain of events that influences what will happen in the story.
- Resolution: in which the characters finally sort out the complication.
- Re-orientation: ending of story or closure of events.

f. Language features

- Using nouns and pronouns to identify specific character, places or things in the story. For example: king, princess, he, she, etc
- Using Adjectives to provide accurate descriptions of the characters.
- Using time connective and conjunctions to sequence the events. For example: then, when, suddenly, etc.
- Using Past Tense.

Learning Activity

Meeting I

Procedures	Activities	Time
<i>Opening</i>	<ul style="list-style-type: none">- Greeting- Teacher checks the students' attendance- Teacher guide the students to pray- Brainstorming them a little bit with some other activities.- Teacher tells the students the learning aim	15 minutes
<i>Main Activities</i>	<p>4. Exploration</p> <ul style="list-style-type: none">- Students are asked what they know about narrative text <p>5. Elaboration</p> <ul style="list-style-type: none">- Students listen and pay attention to the teacher's explanation about narrative text- Teacher divided the students into groups that consist of 4 members each group.- Teacher gives an example of narrative text.- Teacher Instructs the students to read the text.- Teacher Ask students to identify the topic, parts of narrative and language features of narrative in their group. <p>6. Confirmation</p> <ul style="list-style-type: none">- Students with the help of teacher discuss to solve the problem.- Teacher choose some group to present their discussion result and each group must comment, give advices to the group presenting.	60 minutes.

<i>Closing</i>	<ul style="list-style-type: none"> - Students pay attention to the teacher's evaluation. - Students pay attention to the teacher's explanation about the conclusion of the material. - Students respond to the teacher's greeting. 	15 minutes
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Text for 2nd Meeting

The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it.

It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word.

At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say Catano, or I will kill you!" but the parrot would not say it.

Then the man got to so angry that the shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too."

In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw!

He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, “Say Catano, or I’ll kill you!”

Answer the following questions based on the text above.

1. What is the story about?
2. Where does the story take place?
3. What is the word that the parrot cannot say?
4. How often did the owner teach the bird how to say the word?
5. What does the man do to the bird because the bird cannot say the name of a place?
6. “The parrot was very, very smart”
The word ‘smart’ means
7. What can we learn from the story?



LESSON PLAN III

School : SMA Negeri 3 Banda Aceh
Subject : English
Class : X
Time Allocation : 2 x 45 minutes
Meeting : 3

A. Standard Competence

Students are able to express the meaning of short narrative essay accurately in the daily life context.

B. Basic Competence

Responding the meaning in formal and informal function texts which used the variety of language accurately, fluently and appropriately in daily life context in narrative.

C. Indicators

11. Mentioning the definition of narrative text.
12. Identifying the generic structure of narrative text.
13. Find out the difficult words in the text.
14. Identify the moral value of narrative text.
15. Answering the questions based on the text.

D. Learning Objectives

11. The students are able to mention the definition of narrative text.
12. The students are able to identify the generic structure of narrative text.
13. The students are able to find out the difficult words in the text.
14. The students are able to identify the moral value of narrative text.
15. The students are able to answer the questions based on the text.

E. Learning Materials

Narrative Text

A narrative is a piece of text which tells a story to entertain and informs the reader or listener.

g. Social function

To amuse, to entertain the reader about the story.

h. Generic structure

- Orientation: in which the narrator tells the audience about who is in the story, when the story is taking place and where the action is happening.
- Complication: sets off a chain of events that influences what will happen in the story.
- Resolution: in which the characters finally sort out the complication.
- Re-orientation: ending of story or closure of events.

i. Language features

- Using nouns and pronouns to identify specific character, places or things in the story. For example: king, princess, he, she, etc.
- Using Adjectives to provide accurate descriptions of the characters.
- Using time connective and conjunctions to sequence the events. For example: then, when, suddenly, etc.
- Using Past Tense.

Learning Activity

Meeting I

Procedures	Activities	Time
<i>Opening</i>	<ul style="list-style-type: none">- Greeting- Teacher checks the students' attendance- Teacher guide the students to pray- Brainstorming them a little bit with some other activities.- Teacher tells the students the learning aim	15 minutes
<i>Main Activities</i>	<p>7. Exploration</p> <ul style="list-style-type: none">- Students are asked what they know about narrative text <p>8. Elaboration</p> <ul style="list-style-type: none">- Students listen and pay attention to the teacher's explanation about narrative text- Teacher divided the students into groups that consist of 4 members each group.- Teacher gives an example of narrative text.- Teacher Instructs the students to read the text.- Teacher Ask students to identify the topic, parts of narrative and language features of narrative in their group. <p>9. Confirmation</p> <ul style="list-style-type: none">- Students with the help of teacher discuss to solve the problem.- Teacher choose some group to present their discussion result and each group must comment, give advices to the group presenting.	60 minutes.

<i>Closing</i>	<ul style="list-style-type: none"> - Students pay attention to the teacher's evaluation. - Students pay attention to the teacher's explanation about the conclusion of the material. - Students respond to the teacher's greeting. 	15 minutes
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Text for 3rd Meeting

The Smart Monkey and the Dull Crocodile

One day there was a monkey. He wanted to cross a river. There he saw a crocodile so he asked the crocodile to take him across the other side of the river. The crocodile agrees and told the monkey to jump on its back. Then the crocodile swam down the river with the monkey on his top.

Unluckily, the crocodile was very hungry, he stopped in the middle of the river and said to the monkey, "My father is very sick. He has to eat the heart of the monkey. So, he will be healthy again."

At the time, the monkey was in dangerous situation and he had to think hard. Then he had a good idea. He told the crocodile to swim back to the river bank. "What's for?" asked the crocodile. "Because I don't bring my heart," said the monkey. "I left it under a tree, near some coconuts in the river bank."

The crocodile agreed and turned around. He swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile's back. Then he climbed up to the top of a tree.

“Where is your heart?” asked the crocodile. “You are foolish,” said the monkey to the crocodile. “Now I am free and I have my heart.”

Answer the following questions based on the text above.

1. What is the story about?
2. Who is the main character of the story?
3. Who is in dangerous situation?
4. What did the monkey ask to the crocodile?
5. Why the crocodile stops in the middle of the river?
6. What are the generic structures of the story above?
7. What can we learn from the story?



PRE-TEST

Name :

Class :

Date :

A. Read text below!

The Lion and the Mouse

One day, a Lion lay asleep in the jungle. A tiny Mouse, running about in the grass and not noticing where he was going, ran over Lion's head and down his nose.

The Lion awoke with a loud roar and down came his paw over the little Mouse. The great beast was about to open his huge jaws to swallow the tiny creature when "Pardon me, O King, I beg of you," cried the frightened Mouse. "If you will only forgive me this time, I shall never forget your kindness. I meant no harm and I certainly didn't want to disturb Your Majesty. If you will spare my life, perhaps I may be able to do you a good turn, too." The Lion began to laugh, and he laughed and laughed. "How could a tiny creature like you ever do anything to help me? And he shook with laughter. "Oh well" he shrugged, looking down at the frightened Mouse, "you're not so much of a meal anyway." He took his paw off the poor little prisoner and the Mouse quickly scampered away. Sometime after this, some hunters, trying to capture the Lion alive so they could carry him to their king set up rope nets in the jungle. The Lion, who was hunting for some food, fell into the trap. He roared and thrashed about trying to free himself but with every move he made, the ropes bound him tighter

The unhappy Lion feared he could never escape, and he roared pitifully. His thunderous bellows echoed through the jungle. The tiny Mouse, scurrying about

far away, heard Lion's roars "That may be there very Lion who once freed me," he said, remembering his promise. And he ran to whether he could help.

Discovering the sad state the Lion was in, the Mouse said to him, "Stop, stop! You must not roar. If you make so much noise, the hunters will come and capture you. I'll get you out of this trap." With his sharp little teeth, the Mouse gnawed at the ropes until they broke. When the Lion had stepped out of the net and was free once "Thank you, good Mouse," said the Lion gently. "You did help me even though I am big and you are so little. I see now that kindness is always worthwhile."

B. Answer the questions based on the text above!

1. Where was the story happen?
2. Who is the main character of the story?
3. Who hit the lion's head?
4. When was the lion captured by some hunters?
5. What are the generic structures of the story above?
6. How is the mouse get out the lion from the trap?
7. What was the moral value of the text above?

C. State true (T) or false (F) of the following statements based on the text!

8. A tiny Mouse, running over the lion head without noticing (...)
9. Lion could escape from the rope net (....)
10. The mouse asked the lion to roar loudly to escape (....)

POST-TEST

Name :

Class :

Date :

A. Read text below!

Bruce and the Spider

Robert Bruce, King of Scotland, was hiding in a hut in the forest. His enemies were seeking him. Six times he had met them in battle, and six times he had failed. Bruce had given up all as lost. He was about to run away from Scotland, and to leave the country in the hands of his enemies. Full of sorrow, he lay on a pile of straw in the poor woodchopper's hut. While he laid thinking, he noticed a spider spinning her web. The spider was trying to spin a thread from one beam to another. It was a long way between the beams, and Bruce saw how hard it was for her to do. "She can never do it," thought the king.

The little spider had tried it six times and had failed each time. "She is like me," thought the king. "I have tried six battles and failed. She has tried six times to reach the beam and failed." Then starting up from the straw, he cried, "I will hang my fate upon that little spider. If she swings the seventh time and fails then I will give up all for lost. If she swings the seventh time and wins, I will call my men once more for a battle."

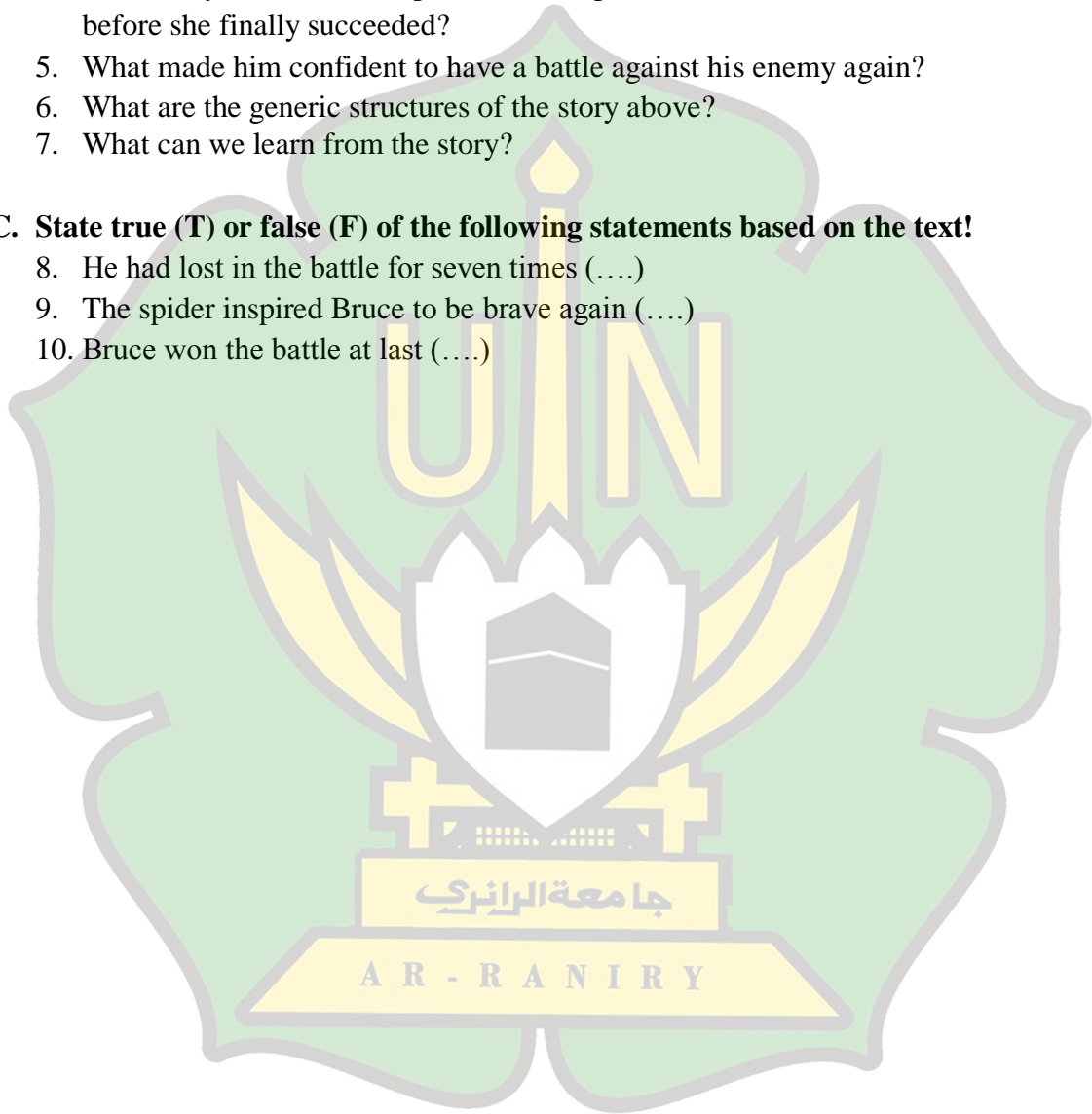
The spider tried the seventh time, letting herself down upon her slender thread. She swung out bravely. "Look! Look!" shouted the king. "She has reached it. The thread hangs between the two beams. If the spider can do it, I can do it." Bruce got up from the straw with new strength and sent his men from village to village, calling the people to arms. The brave soldiers answered his call and came. Soon, his army was ready to fight, and when the king led them in a great battle against the enemy, this time, like the spider, Bruce won.

B. Answer the following questions based on the text above.

1. Who was hiding in a hut in the forest?
2. How many times had Bruce failed in the battle?
3. What did Bruce notice?
4. How many times had the spider tried to spin a thread between the two beams before she finally succeeded?
5. What made him confident to have a battle against his enemy again?
6. What are the generic structures of the story above?
7. What can we learn from the story?

C. State true (T) or false (F) of the following statements based on the text!

8. He had lost in the battle for seven times (....)
9. The spider inspired Bruce to be brave again (....)
10. Bruce won the battle at last (....)



PRE-TEST

Name : Uti ALFAH ZAHRA

Class : X IPA 7

Date : April 13, 2019

A. Read text below!

The Lion and the Mouse

orientation

One day, a Lion lay asleep in the jungle. A tiny Mouse, running about in the grass and not noticing where he was going, ran over Lion's head and down his nose.

complication

The Lion awoke with a loud roar and down came his paw over the little Mouse. The great beast I was about to open his huge jaws to swallow the tiny creature when "Pardon me, O King, I beg of you," cried the frightened Mouse. "If you will only forgive me this time, I shall never forget your kindness. I meant no harm and I certainly didn't want to disturb Your Majesty. If you will spare my life, perhaps I may be able to do you a good turn, too." The Lion began to laugh, and he laughed and laughed. "How could a tiny creature like you ever do anything to help me? And he shook with laughter. "Oh well!" he shrugged, looking down at the frightened Mouse, "you're not so much of a meal anyway." He took his paw off the poor little prisoner and the Mouse quickly scampered away. Sometime after this, some hunters, trying to capture the Lion alive so they could carry him to their king set up rope nets in the jungle. The Lion, who was hunting for some food, fell into the trap. He roared and thrashed about trying to free himself but with every move he made, the ropes bound him tighter.

The unhappy Lion feared he could never escape, and he roared pitifully. His thunderous bellows echoed through the jungle. The tiny Mouse, scurrying about far

resolution

away, heard Lion's roars "That may be there very Lion who once freed me," he said, remembering his promise. And he ran to whether he could help.

re-orientation

Discovering the sad state the Lion was in, the Mouse said to him, "Stop, stop! You must not roar. If you make so much noise, the hunters will come and capture you. I'll get you out of this trap." With his sharp little teeth, the Mouse gnawed at the ropes until they broke. When the Lion had stepped out of the net and was free once "Thank you, good Mouse," said the Lion gently. "You did help me even though I am big and you are so little. I see now that kindness is always worthwhile."

B. Answer the questions based on the text above!

- ✓ 1. Where was the story happen? in the jungle
- ✓ 2. Who is the main character of the story? lion and mouse
- ✓ 3. Who hit the lion's head? The hunters
- ✓ 4. When was the lion captured by some hunters?
- ✓ 5. What are the generic structures of the story above?
- ✓ 6. How is the mouse get out the lion from the trap?
- ✓ 7. What was the moral value of the text above? the kindness is always was worthwhile

C. State true (T) or false (F) of the following statements based on the text!

- ✓ 8. A tiny Mouse, running over the lion head without noticing (T.)
- ✓ 9. Lion could escape from the rope net (F.)
- ✗ 10. The mouse asked the lion to roar loudly to escape (T.)
- ✓ 6. with his sharp little teeth, the mouse gnawed at the ropes until they broke.
- ✓ 4. when the lion was hunting for some food.

AR - RANIRY

POST-TEST

Name : Irena Artiliani
Class : X-MIPA 7
Date : 23 April 2019

A. Read text below!

Bruce and the Spider

(Robert Bruce, King of Scotland, was hiding in a hut in the forest.) His enemies were seeking him. (Six times he had met them in battle, and six times he had failed. Bruce had given up all as lost. He was about to run away from Scotland, and to leave the country in the hands of his enemies. Full of sorrow, he lay on a pile of straw in the poor woodchopper's hut.) While he laid thinking, he noticed a spider spinning her web. The spider was trying to spin a thread from one beam to another. It was a long way between the beams, and Bruce saw how hard it was for her to do. "She can never do it," thought the king. The little spider had tried it six times and had failed each time. "She is like me," thought the king. "I have tried six battles and failed. She has tried six times to reach the beam and failed." Then starting up from the straw, he cried, "I will hang my fate upon that little spider. If she swings the seventh time and fails then I will give up all for lost. If she swings the seventh time and wins, I will call my men once more for a battle."

The spider tried the seventh time, letting herself down upon her slender thread. She swung out bravely. "Look! Look!" shouted the king. "She has reached it. The thread hangs between the two beams. If the spider can do it, I can do it." Bruce got up from the straw with new strength and sent his men from village to village, (calling the people to arms. The brave soldiers answered his call and came. Soon,

his army was ready to fight, and when the king led them in a great battle against the enemy, this time, like the spider, Bruce won.) (Orientation)

B. Answer the following questions based on the text above.

1. Who was hiding in a hut in the forest?
2. How many times had Bruce failed in the battle?
3. What did Bruce notice?
4. How many times had the spider tried to spin a thread between the two beams before she finally succeeded?
5. What made him confident to have a battle against his enemy again?
6. What are the generic structures of the story above?
7. What can we learn from the story?

C. State true (T) or false (F) of the following statements based on the text!

- ✓ 8. He had lost in the battle for seven times (F.)
- ✓ 9. The spider inspired Bruce to be brave again (T.)
- ✓ 10. Bruce won the battle at last (T.)

✓ ① Robert Bruce, King of Scotland.

✓ ② Six times he had failed

✓ ③ he noticed a Spider spinning her web.

✓ ④ Six times.

✓ ⑤ Bruce got up from the straw with new strength from the Spider and sent his men from Village to Village. When he saw the Spider who never give up until she finally succeeded.

✓ ⑦ Never give up until you success.

② If you see someone can do it, you can do it too.

PRE-TEST

Name : YUL ALBA B

Class : IPA 7

Date : 12-5-2019

A. Read text below!

The Lion and the Mouse

orientation One day, a Lion lay asleep in the jungle. A tiny Mouse, running about in the grass and not noticing where he was going, ran over Lion's head and down his nose.

complication The Lion awoke with a loud roar and down came his paw over the little Mouse. The great beast I was about to open his huge jaws to swallow the tiny creature when "Pardon me, O King, I beg of you," cried the frightened Mouse. "If you will only forgive me this time, I shall never forget your kindness. I meant no harm and I certainly didn't want to disturb Your Majesty. If you will spare my life, perhaps I may be able to do you a good turn, too." The Lion began to laugh, and he laughed and laughed. "How could a tiny creature like you ever do anything to help me? And he shook with laughter. "Oh well" he shrugged, looking down at the frightened Mouse, "you're not so much of a meal anyway." He took his paw off the poor little prisoner and the Mouse quickly scampered away. Sometime after this, some hunters, trying to capture the Lion alive so they could carry him to their king set up rope nets in the jungle. The Lion, who was hunting for some food, fell into the trap. He roared and thrashed about trying to free himself but with every move he made, the ropes bound him tighter.

resolution The unhappy Lion feared he could never escape, and he roared pitifully. His thunderous bellows echoed through the jungle. The tiny Mouse, scurrying about far

resolution away, heard Lion's roars "That may be there very Lion who once freed me," he said, remembering his promise. And he ran to whether he could help.

resolution Discovering the sad state the Lion was in, the Mouse said to him, "Stop, stop! You must not roar. If you make so much noise, the hunters will come and capture you. I'll get you out of this trap." With his sharp little teeth, the Mouse gnawed at the ropes until they broke. When the Lion had stepped out of the net and was free once "Thank you, good Mouse," said the Lion gently. "You did help me even though I am big and you are so little. I see now that kindness is always worthwhile."

B. Answer the questions based on the text above!

- ✓ 1. Where was the story happen? in the jungle
- ✓ 2. Who is the main character of the story? The lion and the mouse
- ✓ 3. Who hit the lion's head? mouse
- ✗ 4. When was the lion captured by some hunters? some time when the lion free the mouse
- ✗ 5. What are the generic structures of the story above?
- ✗ 6. How is the mouse get out the lion from the trap? gnawing
- ✓ 7. What was the moral value of the text above? who should always help and never underestimate other.

C. State true (T) or false (F) of the following statements based on the text!

- ✗ 8. A tiny Mouse, running over the lion head without noticing (✓)
- ✗ 9. Lion could escape from the rope net (✗)
- ✗ 10. The mouse asked the lion to roar loudly to escape (✗)

POST-TEST

Name : M. Humam
Class : X - MIPA - 7
Date : 23 - 4 - 2019

A. Read text below!

Bruce and the Spider

Orientation → Robert Bruce, King of Scotland, was hiding in a hut in the forest. His enemies
Complication → were seeking him. Six times he had met them in battle, and six times he had failed. Bruce had given up all as lost. He was about to run away from Scotland, and to leave the country in the hands of his enemies. Full of sorrow, he lay on a pile of straw in the poor woodchopper's hut. While he laid thinking, he noticed a spider spinning her web. The spider was trying to spin a thread from one beam to another. It was a long way between the beams, and Bruce saw how hard it was for her to do. "She can never do it," thought the king. The little spider had tried it six times and had failed each time. "She is like me," thought the king. "I have tried six battles and failed. She has tried six times to reach the beam and failed." Then starting up from the straw, he cried, "I will hang my fate upon that little spider. If she swings the seventh time and fails then I will give up all for lost. If she swings the seventh time and wins, I will call my men once more for a battle."

Resolution → The spider tried the seventh time, letting herself down upon her slender thread. She swung out bravely. "Look! Look!" shouted the king. "She has reached it. The thread hangs between the two beams. If the spider can do it, I can do it." Bruce got up from the straw with new strength and sent his men from village to village, calling the people to arms. The brave soldiers answered his call and came. Soon,

his army was ready to fight, and when the king led them in a great battle against the enemy, this time, like the spider, Bruce won.

B. Answer the following questions based on the text above.

- ✓ 1. Who was hiding in a hut in the forest? Robert Bruce
 - ✓ 2. How many times had Bruce failed in the battle? Six time
 - ✓ 3. What did Bruce notice? a spider spinning her web
 - ✓ 4. How many times had the spider tried to spin a thread between the two beams before she finally succeeded? Six times
 - ✗ 5. What made him confident to have a battle against his enemy again? because the spider failed the sixth time and succeed the seventh time, so I like him
 - ✗ 6. What are the generic structures of the story above?
 - ✓ 7. What can we learn from the story?
↳ that we should never give up no matter how many failed
- C. State true (T) or false (F) of the following statements based on the text!
- ✓ 8. He had lost in the battle for seven times (F.)
 - ✓ 9. The spider inspired Bruce to be brave again (T.)
 - ✓ 10. Bruce won the battle at last (T.)

PRE-TEST

Name : M. ARSYADI MACULANA
Class : X-IPS-2
Date : 29 April

A. Read text below!

The Lion and the Mouse

h. orientation

One day, a Lion lay asleep in the jungle. A tiny Mouse, running about in the grass and not noticing where he was going, ran over Lion's head and down his nose.

complication

The Lion awoke with a loud roar and down came his paw over the little Mouse. The great beast I was about to open his huge jaws to swallow the tiny creature when "Pardon me, O King, I beg of you," cried the frightened Mouse. "If you will only forgive me this time, I shall never forget your kindness. I meant no harm and I certainly didn't want to disturb Your Majesty. If you will spare my life, perhaps I may be able to do you a good turn, too." The Lion began to laugh, and he laughed and laughed. "How could a tiny creature like you ever do anything to help me? And he shook with laughter. "Oh well" he shrugged, looking down at the frightened Mouse. "you're not so much of a meal anyway." He took his paw off the poor little prisoner and the Mouse quickly scampered away. Sometime after this, some hunters, trying to capture the Lion alive so they could carry him to their king, set up rope nets in the jungle. The Lion, who was hunting for some food, fell into the trap. He roared and thrashed about trying to free himself but with every move he made, the ropes bound him tighter.

The unhappy Lion feared he could never escape, and he roared pitifully. His thunderous bellows echoed through the jungle. The tiny Mouse, scurrying about far

Resolution

away, heard Lion's roars "That may be there very Lion who once freed me," he said, remembering his promise. And he ran to whether he could help.

Discovering the sad state the Lion was in, the Mouse said to him, "Stop, stop! You must not roar. If you make so much noise, the hunters will come and capture you. I'll get you out of this trap." With his sharp little teeth, the Mouse gnawed at the ropes until they broke. When the Lion had stepped out of the net and was free once "Thank you, good Mouse," said the Lion gently. "You did help me even though I am big and you are so little. I see now that kindness is always worthwhile."

B. Answer the questions based on the text above!

- ✓ 1. Where was the story happen? in the jungle
- ✓ 2. Who is the main character of the story? Lion and mouse
- ✗ 3. Who hit the lion's head? the mouse
- ✗ 4. When was the lion captured by some hunters? after the lion spare the mouse life
- ✓ 5. What are the generic structures of the story above?
- ✗ 6. How is the mouse get out the lion from the trap? the mouse gnawed the ropes
- ✓ 7. What was the moral value of the text above?
that kindness is always worthwhile

C. State true (T) or false (F) of the following statements based on the text!

- ✓ 8. A tiny Mouse, running over the lion head without noticing (T.)
- ✓ 9. Lion could escape from the rope net (F.)
- ✓ 10. The mouse asked the lion to roar loudly to escape (F.)

1. in the jungle

2. Lion and mouse

3. the mouse

4. after the lion spare the mouse life

5. orientation, complication, Resolution

6. the mouse gnawed the ropes

7. the kindness is always worth while

AR-RANIRY

POST-TEST

Name : AL 1201 Fathash Murni
Class : X IPS 2
Date : 26 April 2019

A. Read text below!

Bruce and the Spider

Robert Bruce, King of Scotland, was hiding in a hut in the forest. His enemies were seeking him. Six times he had met them in battle, and six times he had failed. Bruce had given up all as lost. He was about to run away from Scotland, and to leave the country in the hands of his enemies. Full of sorrow, he lay on a pile of straw in the poor woodchopper's hut. While he laid thinking, he noticed a spider spinning her web. The spider was trying to spin a thread from one beam to another. It was a long way between the beams, and Bruce saw how hard it was for her to do. "She can never do it," thought the king.

The little spider had tried it six times and had failed each time. "She is like me," thought the king. "I have tried six battles and failed. She has tried six times to reach the beam and failed." Then starting up from the straw, he cried, "I will hang my fate upon that little spider. If she swings the seventh time and fails then I will give up all for lost. If she swings the seventh time and wins, I will call my men once more for a battle."

The spider tried the seventh time, letting herself down upon her slender thread. She swung out bravely. "Look! Look!" shouted the king. "She has reached it. The thread hangs between the two beams. If the spider can do it, I can do it." Bruce got up from the straw with new strength and sent his men from village to village, calling the people to arms. The brave soldiers answered his call and came. Soon,

his army was ready to fight, and when the king led them in a great battle against the enemy, this time, like the spider, Bruce won.

B. Answer the following questions based on the text above.

1. Who was hiding in a hut in the forest?
2. How many times had Bruce failed in the battle?
3. What did Bruce notice?
4. How many times had the spider tried to spin a thread between the two beams before she finally succeeded?
5. What made him confident to have a battle against his enemy again?
6. What are the generic structures of the story above?
7. What can we learn from the story?

C. State true (T) or false (F) of the following statements based on the text!

- ✓ 8. He had lost in the battle for seven times (F.)
- ✓ 9. The spider inspired Bruce to be brave again (T.)
- ✓ 10. Bruce won the battle at last (T.)

B.

- ✓ 1. Robert Bruce.
- ✓ 2. Six times
- ✓ 3. he noticed a spider spinning her web.
- ✓ 4. Six time.
- ✓ 5. The spider inspired Bruce to be brave again.
- X 6.
- X 7. No paid No again!

AR - RANIRY

PRE-TEST

Name : Farah Septia Ningah

Class : X IPS 2

Date: 24 April 2019

A. Read text below!

The Lion and the Mouse

One day, a Lion lay asleep in the jungle. A tiny Mouse, running about in the grass and not noticing where he was going, ran over Lion's head and down his nose.

The Lion awoke with a loud roar and down came his paw over the little Mouse. The great beast I was about to open his huge jaws to swallow the tiny creature when "Pardon me, O King, I beg of you," cried the frightened Mouse, "If you will only forgive me this time, I shall never forget your kindness. I meant no harm and I certainly didn't want to disturb Your Majesty. If you will spare my life, perhaps I may be able to do you a good turn, too." The Lion began to laugh, and he laughed and laughed. "How could a tiny creature like you ever do anything to help me? And he shook with laughter. "Oh well" he shrugged, looking down at the frightened Mouse, "you're not so much of a meal anyway." He took his paw off the poor little prisoner and the Mouse quickly scampered away. Sometime after this, some hunters, trying to capture the Lion alive so they could carry him to their king set up rope nets in the jungle. The Lion, who was hunting for some food, fell into the trap. He roared and thrashed about trying to free himself but with every move he made, the ropes bound him tighter.

The unhappy Lion feared he could never escape, and he roared pitifully. His thunderous bellows echoed through the jungle. The tiny Mouse, scurrying about far

away, heard Lion's roars "That may be there very Lion who once freed me," he said, remembering his promise. And he ran to whether he could help.

Discovering the sad state the Lion was in, the Mouse said to him, "Stop, stop! You must not roar. If you make so much noise, the hunters will come and capture you. I'll get you out of this trap." With his sharp little teeth, the Mouse gnawed at the ropes until they broke. When the Lion had stepped out of the net and was free once "Thank you, good Mouse," said the Lion gently. "You did help me even though I am big and you are so little. I see now that kindness is always worthwhile."

B. Answer the questions based on the text above!

- ✓ 1. Where was the story happen? *one day, a lion lay asleep in the jungle.*
- ✗ 2. Who is the main character of the story? *The mouse is tiny and kindness*
- ✗ 3. Who hit the lion's head? *mouse*
- ✗ 4. When was the lion captured by some hunters?
- ✗ 5. What are the generic structures of the story above?
- ✗ 6. How is the mouse get out the lion from the trap?
- ✗ 7. What was the moral value of the text above?

C. State true (T) or false (F) of the following statements based on the text!

- ✓ 8. A tiny Mouse, running over the lion head without noticing (T)
- ✓ 9. Lion could escape from the rope net (F...)
- ✗ 10. The mouse asked the lion to roar loudly to escape (....)

POST-TEST

Name : Jamari
Class : X IPS 2
Date: 26 April 2019

A. Read text below!

Bruce and the Spider

Orientation

Robert Bruce, King of Scotland, was hiding in a hut in the forest. His enemies were seeking him. Six times he had met them in battle, and six times he had failed. Bruce had given up all as lost. He was about to run away from Scotland, and to leave the country in the hands of his enemies. Full of sorrow, he lay on a pile of straw in the poor woodchopper's hut. While he laid thinking, he noticed a spider spinning her web. The spider was trying to spin a thread from one beam to another. It was a long way between the beams, and Bruce saw how hard it was for her to do. "She can never do it," thought the king.

Complication

The little spider had tried it six times and had failed each time. "She is like me," thought the king. "I have tried six battles and failed. She has tried six times to reach the beam and failed." Then starting up from the straw, he cried, "I will hang my fate upon that little spider. If she swings the seventh time and fails then I will give up all for lost. If she swings the seventh time and wins, I will call my men once more for a battle."

Resolution

The spider tried the seventh time, letting herself down upon her slender thread. She swung out bravely. "Look! Look!" shouted the king. "She has reached it. The thread hangs between the two beams. If the spider can do it, I can do it." Bruce got up from the straw with new strength and sent his men from village to village, calling the people to arms. The brave soldiers answered his call and came. Soon,

his army was ready to fight, and when the king led them in a great battle against the enemy, this time, like the spider, Bruce won.

B. Answer the following questions based on the text above.

1. Who was hiding in a hut in the forest?
2. How many times had Bruce failed in the battle?
3. What did Bruce notice?
4. How many times had the spider tried to spin a thread between the two beams before she finally succeeded?
5. What made him confident to have a battle against his enemy again?
6. What are the generic structures of the story above?
7. What can we learn from the story?

C. State true (T) or false (F) of the following statements based on the text!

8. He had lost in the battle for seven times (~~XX~~)
9. The spider inspired Bruce to be brave again (~~may~~)
10. Bruce won the battle at last (~~lost~~)

Jawab

- ✓ 1). Robert Bruce, King of Scotland
- ✓ 2). Six times he had met them in battle, and six times he had failed.
- ✓ 3). Bruce had given up all as lost.
- X 4). The spider was trying to spinning her web.
- X 5). Upon the spider
- X 6). Learn from the story you

جامعة الرانيري
AR - RANIRY

LEMBAR KUESIONER SISWA

Nama :

Kelas :

Berilah tanda centeng (✓) pada pernyataan-pernyataan berikut ini benar sesuai dengan apa yang anda pikirkan.

Keterangan:

SS : Sangat Setuju

S : Setuju

TS : Tidak Setuju

STS : Sangat Tidak Setuju

NO	PERNYATAAN	SS	S	TS	STS
1	Pentingnya pemahaman membaca dalam belajar bahasa Inggris				
2	Saya menyukai pembelajaran Bahasa Inggris menggunakan metode Small Group Discussion				
3	Pembelajaran dengan menggunakan metode Small Group Discussion aktif dan menyenangkan				
4	Pembelajaran dengan metode Small Group Discussion membuat saya mudah memahami pelajaran				
5	Dengan adanya pembelajaran menggunakan metode Small Group Discussion membuat saya berani mengemukakan pendapat				
6	Small Group Discussion mendorong saya untuk lebih kreatif				

7	Saya mengalami banyak kesulitan didalam pembelajaran dengan menggunakan metode Small Group Discussion				
8	Saya lebih menyukai belajar kelompok dari pada belajar sendiri				
9	Belajar dengan menggunakan metode Small Group Discussion membuat saya mendapatkan banyak informasi				
10	Belajar dengan menggunakan metode Small Group Discussion membuat kelas menjadi ribut				
11	Saya senang guru menerapkan metode Small Group Discussion dalam mengajar Reading Comprehension				



AUTOBIOGRAPHY

1. Name : Ade Mestika
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 - c. Occupation : PNS
10. Education Background
 - a. SD : SD Swasta Sinar Husni Medan (2008)
 - b. SMP : SMP Laksamana Martadinata Medan (2011)
 - c. SMA : SMA Negeri 3 Banda Aceh (2014)
 - d. University : PBI, UIN Ar-Raniry Banda Aceh (2019)

Banda Aceh, July 5th 2019
The writer,

Ade Mestika

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