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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Ningrum, Desy Ismaya, 125110500111015. 2016. Improving the First Year Students' Reading Comprehension Achievement through Small Group Discussion Technique at SMA Negeri 1 Tumpang. English Language Education Program, Faculty of Cultural Studies, Universitas Brwijaya. Supervisor: Peptia Asrining Brawijaya UniversitTyas, M.Pdaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Keywords: Teaching reading, reading comprehension achievement, small group discussion technique. Universitas BraThis research is aimed to improve students reading comprehensions tas Brawijaya achievement through small group discussion technique at SMA Negeri 1 stass Tumpang. During the preliminary study, the students showed that they had difficulties in their reading comprehension activity, especially in finding the main idea and generic structure of the text. Therefore, the researcher tried to solve the students' problem by conducting small group discussion technique in teaching Sitas Brawijaya reading by Brewer (1997). This research used Collaborative Classroom Action Research, which means that the collaborator and the researcher worked together to bring the improvement. The subject of this research was the first year students of SMA Negeri 1 Tumpang, Bahasa dan Budaya-1 class. There were 34 students who stass B participated in this reserach. In collecting the data, the researcher used interview, sites observation checklist, questionnaire, field note, and test. The interview was used to know about students' problem during teaching and learning process by interviewing the English teacher, the interview guide was adapted from Universityuliasari's thesis (2014). Further, the observation used to know the students state Brawllaya Universi interaction during the implementing of small group discussion technique and fields it as Br note if there were several things happen in the classroom and the researcher did not mention it in the observation checklist. Questionnaire was used to know the students' responses toward small group discussion technique used by the researcher in teaching reading. The test was used to know about the improvement stass Brawllay Universit of the students' reading comprehension achievement in reading test ava Universitas Brawijava Universities Bra The result of this research showed that the students' reading it as B comprehension achievement improved significantly, the result in preliminary study was 35% and the result of post-test was 82% students could pass the minimum criteria of mastering English lesson in SMA Negeri 1 Tumpang. There Universitives one cycle which consisted of four meetings can improve their readings as Brawijaya Universit comprehension achievement. Based ion ather finding of Bthe research, ritaissitas B recommended for English teacher to use small group discussion technique in teaching reading comprehension and also this research can be a reference for future researchers who are going to conduct the similar research. Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya ers Ningrum, Desy Usmaya. 125110500111015. 2016. Meningkatkan nilai pemahaman membaca siswa kelas 1 menguunakan teknik kelompok kecil diskusi di SMA Negeri 1 Tumpang. Pendidikan Bahasa Inggris, Fakultas Ilmu Budaya. Universitas Brawijaya. Pembimbing: Peptia Asrining Tyas, M.Pd. Universitas Brawijaya Universitas Braw Kata Kunci: Pengajaran membaca, pemahaman membaca, teknik kelompok kecil Penelitian ini bertujuan untuk meningkatkan nilai pemahaman membaca siswa melalui teknik Small Group Discussion di SMA Negeri 1 Tumpang. Selama tahap persiapan penelitian, siswa menunjukkan bahwa mereka mempunyai kesulitan dalam aktifitas membaca mereka, khususnya dalam mencari pokoksilas Bi pikiran dan sruktur paragraf dalam sebuah teks. Oleh karena itu, peneliti mencobasitas Brawijaya untuk mengatasi masalah siswa dengan menggunakan teknik small group discussion dalam pengajaran membaca yang diadaptasi dari Brewer (1997). Penelitian ini menggunakan Penelitian Tindakan Kelas Kolaborasi, yakni peneliti dan kolaborator bekerja bersama untuk mengatasi masalah siswa. Subjek penelitian ini adalah siswa kelas satu di SMA Negeri 1 Tumpang, kelas Bahasas las Bi dan Budaya-1, yang terdiri dari 34 siswa. Dalam pengumpulan data, peneliti menggunakan wawancara, observasi, kuisioner, catatan lapang, dan tes. Wawancara digunakan untuk mengetahui tentang masalah siswa selama proses belajar mengajar dengan mewawancarai guru bahasa Inggris, panduan wawancara diadaptasi dari Yuliasari (2014). Observasi digunakan untuk mengetahui interaksi sitas siswa selama penerapan teknik small group discussion dan catatan lapang digunakan untuk menulis hal-hal yang terjadi selama proses belajar mengajar. Kuisioner digunakan untuk mengetahui respon siswa terhadap teknik *small group* discussion yang digunakan peneliti dalam pengajaran membaca. Sedangkan tes sitas Brawijaya Universi digunakan untuk mengetahui nilai pemahaman membaca siswa. Hasil penelitian menunjukkan bahwa pencapaian pemahaman membaca siswa meningkat secara signifikan, hasil pre-tes sebesar 35% dan hasil post-tes sebesar 82% siswa mampu melewati batas minimal penguasaan bahasa Inggris di SMA Neeri 1 Tumpang. Satu siklus penelitian yang terdiri dari empat pertemuan sudah dapat meningkatkan nilai pemahaman membaca siswa. Berdasarkan hasilalas Brawllay dari penelitian ini, teknik *small group discussion* adalah sebuah solusi yang sangatsi tas Brawijaya tepat untuk mengajar pemahaman membaca siswa dan penelitian ini juga dapat digunakan sebagai referensi untuk peneliti yang akan melakukan penelitian yang sama. Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya

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Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas INTRODUCTIONersitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas B In this chapter, the researcher will present about the introduction which sitas Brawijaya rawijaya Universitas Brawijaya Universit significances of the study, and definition of the key terms. Brawijaya **Universitas Brawiias** Background of the Study

Reading is one of the language skills that should be mastered by students. It is Brawijaya **Universitas** Universi is very important because every activity in the classroom always has relationshipsitas Brawijaya with reading. It is supported by Bamman (1963:1) who stated that reading is truly Universita basic mean of learning in all subjects. Thus, as one of the importance languagesitas Brawijaya rawijaya skills, reading has to be taught intensively. Further, reading always comes along with comprehension. Based on Sitas Brawijaya Universit Bernhardt (2011:7) reading comprehension is a process of simultaneously tas Brawijaya extracting and constructing meaning through interaction and involvement with University written language. Similar to this, Grabe and Stoller (2002:17) define readingsitas Brawijaya comprehension as the ability of understanding and interpreting information in a text correctly. It means that reading comprehension becomes important because it as Brawijaya Universitas Brawijaya Universitas Brawijaya University makes the readers understood about what they read. In other words, their reading is sit as Brawijaya not useless. Universitas Brawijaya rawijava

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas B In Senior High School curriculum, based on syllabus 2013, the standard Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universi competence of teaching English reading skills to the tenth grade students is learning it as some texts in form of descriptive and explanation text. In addition, based on the Universitinformation from the first grade English teacher in SMA Negeri 1 Tumpang, the Sitas Brawi Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br students are asked to comprehend them. That is why reading comprehension is very Universitimportant to the students because it has a relationship with the students's it as achievement. In fact, most of senior high school students cannot acquire the aspect of Universi language well. Most of them are still confused to comprehend an English text. They still find difficulties in finding the main idea of the text. Mostly, they cannot Universitunderstand what they have read because they do not understand the meaning of the sites text. It means that their reading comprehension ability is still low. In line with that, there were some problems faced by the first year students at SMA Negeri 1 Tumpang in comprehending an explanation text. The researcher found the students problems when the researcher did the preliminary study by Universitinterviewing the English teacher of SMA Negeri 1 Tumpang. First, most of students it as BI found the difficulties in finding the main idea of the explanation text. Second, students were still confused in comprehending an explanation text by themselves sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi especially in determining the general statement, sequenced of explanation, and sit as conclusion. Third, based on the preliminary study by interviewing the English teacher, the researcher got the students' reading comprehension score and only 35% Universi students could pass reading comprehension achievement score that was 75, it means Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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rawijaya	Universitionly 12 students could pass the minimum grade score of mastering English lesson sitas Brawliay
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rawijaya	Universitin SMA Negeri 1 Tumpang, while the success achievement indicator is 80% sitas Brawijay
rawijaya rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya students can pass the grade score. There were several factors that affected it, such Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universit as the students' knowledge and the students' motivation in reading. Based on some it as Brawilay
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rawijaya	problems that have been stated before, it means that the students' reading
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rawijaya	Universitias Brawley Universitias Brawley Seeing the ability of the first year students of SMA Negeri 1 Tumpang that Brawley Brawley
rawijaya	Universitial need to be improved, the researcher decided to apply small group discussion Brawijay
rawijaya	Universita Universitas Brawijay
rawijaya	Universite technique to solve the students' problems in reading comprehension achievement, sitas Brawijay
rawijaya	Universi universi especially in explanation text. The researcher believes that by using small group inversitas Brawijay
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rawijaya	Universi discussion technique, the students can work together to solve their problems, sitas Brawijay
rawijaya	University University discuss, and share the information that they have before. It is supported by Hammer University University University
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rawijaya	Universit (2007:118) who said that by doing small group discussion some benefits will be Stas Brawijay
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rawijaya	Universitas Brawijay sources. Universitas Brawijay aya Universitas Brawijay
rawijaya	Universitas BIn addition, Gibson (2010:4) writes that the purpose of using small groupsitas Brawijay
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rawijaya	Universi discussion technique is to develop students' abilities to formulate and debate stras Brawijay
rawijaya	Universitas Brawijay arguments or to refine their critical understanding of a particular topic. So, in small
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universi group discussion, the students are free to talk, share their knowledge, give their sitas Brawijay
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universit side, by using small group discussion technique students are more motivated in Sitas Brawijay
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rawijaya	Universitachievement, especially in explanation texta Universitas Brawijaya	Universitas	Brawijay
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rawijaya	Universitas B reading comprehension is an activity of the students to understand		
rawijaya	Universitas Brawijaya	Universitas	Brawijay
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rawijaya	Universities B reading comprehension achievement is by looking at the		
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	
rawijaya	Universitas B preliminary study and post-test score. The researcher did not conduct		
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rawijaya	Universitas B	Brawijaya	Universitas	Brawijaya	Universitas	Brawijaya	Universitas	Brawijay
rawijaya	Universitas B	test because	the researcher	has got the st	udents' readin	g comprehens	. Universitas	Brawijay
rawijaya	Universitas B	Brawijaya	Universitas	Brawijaya	Universitas	Brawijaya	Universitas	Brawijay
rawijaya	Universitas B	from the tead	her in prelimi	nary study, so	the researcher	only conduc	the post-sitas	Brawijay
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rawijaya	Universitas B	An explanati	on text is a te	xt to explain	how and why s	something in	the world sitas	Brawijay
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rawijaya rawijaya	Universitas B Universitas B	Explanation	play a valua	ble role in b	uilding and st	oring our kr	Universitas lowledge.	Brawijay
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rawijaya	Universita	1 cennicar an	d scientific w	ining are one	ii expressed iii	tilis form.	Universitas	
rawijaya	Universi 3.	Small Group	Discussion				niversitas	
rawijaya	Universi	Cibana (201	0.4)	and the second			iscussion niversitas	Brawijay
rawijaya	Universi	Gloson (201	U:4) Writes ti	nat the purpo	ose of using s	man group c	niversitas	Brawijay
rawijaya	Universit	technique is	to develop stu	dents' abilitie	es to formulates	s and debate a	rgumentsSitas	Brawijay
rawijaya	Universit	, C* ,1					niversitas	Brawijay
rawijaya	Universita	or to refine th	ieir criticai un	derstanding o	f a particular to	pic. 30, in sii		Brawijay
rawijaya	Universitas	discussion, t	he students a	re free to tal	k, share their	knowledge,	give their sitas	Brawijay
rawijaya	Universitas	opinion or id	leas with their	r group, and	discuss the ext	alanation text	Universitas together sitas	Brawijay
rawijaya	Universitas B		1 1 7/		111 30 8			
rawijaya	Universitas B	In line with	that, the resea	rcher asked s	students to disc	cuss about ex	planation	Brawijay
rawijaya	Universitas B		.11 1	4 4		aya		Brawijay
rawijaya Irawijaya	Universitas B Universitas B		an group disc	cussion. One	small group o	wijaya	Universitas	
rawijaya	Universitas B	three until fo	our students. 1	t was useful	for the studen	ts to discuss	and share stas	Brawijay
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rawijaya	Universitas B This chapter gives the review of related literature and previous studies. Thesitas	Brawijay
rawijaya	Universitas Brawijaya	Brawijay
rawijaya	review of related literature consists of review of reading comprehension, reading	Brawijay
rawijaya	Universition challenges, explanation text, small group discussion, small group	Brawijay
rawijaya	Universitas Brawijaya Universitas	Brawijay
rawijaya	Universi discussion's procedure, and assessment of reading comprehension, while previous itas	
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rawijaya	University 2.1 Reading Comprehension iversity	
rawijaya	Universitas	
rawijaya	Universit Generally reading is a process of getting information from written words. Sitas	
	Universit Reading is not simply process of getting the meaning of the printed speech. It sit as	
rawijaya		Brawijay
rawijaya	Universities involves skills and visual recognition word. The readers interpret what they have universities	
rawijaya rawijaya	Universitas Universitae and Comprehend as Grabe and Stoler (2002:17) said that reading it as	Brawijay
rawijaya		
rawijaya	Universitas B comprehension is an ability of understanding and interpreting information in a text Universitas Bra	Brawijay
rawijaya	Universite Universitas (jaya Universitas	
rawijaya	Universitas Brawiik Wijaya Universitas	Brawijay
rawijaya	Universitas B Reading will be success if the reader can comprehend the text well as Pangsitas	Brawijay
rawijaya	Universitiand Muaka (2003:14) stated that comprehension is the process of deriving meaning	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universi from connected text. It involves word knowledge as well as thinking and reasoning sitas	Brawijay
rawijaya	Universitas Brawijava Universitas Brawijava Universitas Brawijava Universitas In addition, Cunningham and Stannovich (1998:20) explained that to comprehend	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Brawijay
rawijaya	Universit the text, the reader must be able to recognize words and access text integration versitas	Brawijay
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rawijaya	University processes to construct meaning and retain the content of the words long en	Universitas Brawijay
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rawijaya	Universitit to stimulate their stores of related in their long term memories.wijaya	Universitas Brawijay
rawijaya	According to Snow (2002:11) reading comprehension is a pr	Universitas Brawijay
rawijaya Irawijaya	Universitsimultaneously extracting and constructing meaning through interaction universities Brawijaya Universities Brawijaya Universities Brawijaya	
rawijaya	involvement with the written language. The words extracting and construction	cting here Brawijay
rawijaya		
rawijaya	Universities to emphasize both the importance and the insufficiency of the universities Brawijaya	text as a situal Brawijay Universitas Brawijay
rawijaya	University determinant of reading comprehension. Reading comprehension entage	
rawijaya	Universitas Brawi	Universitas Brawijay
rawijaya	Universitas Brawi Universitas Brawi Universitas Brawi Universitas Brawi Universitas Brawi Va	Universitas Brawijay
	Universitas ₁ . The <i>reader</i> who is doing the comprehending.	Universitas Brawijay
rawijaya	Universita	Universitas Brawijay
	Universi 2. The <i>text</i> that is to be comprehended.	niversitas Brawijay
	Universi 2 TI	niversitas Brawijay
rawijaya	Universi 3. The <i>activity</i> in which comprehension is a part.	hiversitas Brawijay
rawijaya	Universit Comprehension also is multifaceted process which can be affect	
rawijaya	University of skills. There are five comprehension skills according to Heilm	niversitas Brawijay
	University of skills. There are five comprehension skills according to Heilm	
	Universit(1981:241):	Universitas Brawijay
rawijaya	Universitas (Valabulary knowledge)	Universitas Brawijay
rawijaya	Universitas 1. Recalling word meanings (vocabulary knowledge)	Universitas Brawijay
rawijaya	Universitas B. Drawing inferences from content	Universitas Brawijay
i a wijaya	a la	Universitas Brawijay
	Universities 3. Following the structure of a passage	Universitas Brawijay
rawijaya rawijaya	Universitas Brawija Wijaya Universitas 4 Recognizing a writer's purpose, attitude, tone, and mood wijaya	Universitas Brawijay Universitas Brawijay
		Universitas Brawijay
rawijaya	Universitas 5. Finding answers to questions answers explicitly or in paraphrase Universitas Brawijaya	Universitas Brawijay
	Universitas B From all the definition above, it can be concluded that the goal of r	
rawijaya	Universities Brawijaya Universities Brawijaya Universities Brawijaya to comprehend the text. Therefore, reading comprehension is the authors of the comprehension of the comprehension is the authors of the comprehension	ability to Brawijay
rawijaya	Universitunderstand, construct, and recognize the meaning of the text, so the reader	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitand information from the reading text, ijaya Universitas Brawijaya	Universitas Brawijay
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Universitas Brawijaya Unive9sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas B According to Heilman, et al. (1981:246), there are three levels of Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit comprehension are identified and only those abilities at the core of understanding sitas Brawijava and reacting to information at different levels of thinking are presented: Universitas Literal Comprehensionitas Brawijaya Universitas explicitly stated in the passage. The literal level of comprehension is Brawijaya Universitas fundamental to all reading skill at any level because a reader must first sitas Braw understand what the author said before he can draw an inference or make evaluation. In literal comprehension, it is hope the students can recognize the details such as fact and main idea. Inferential Comprehension Inferential comprehension refers to understanding ideas and information not explicitly stated in the passage. To get inferences or implied meanings from the reading material the reader read between the lines. Inferences are some sitas Brawijaya ideas that the reader receives when the reader goes beneath the surface to sense relationship, put facts and ideas together to draw conclusion and make Universitas Igeneralization. In this level, the students can infer supporting details, main ideasitas Brawijaya which is not explicitly stated, and relationship of cause and effect. ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bra Critical comprehension refers to analyzing, evaluating, and personallysitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya reacting to information presented in the passage. Critical reading requires a Universitas higher degree of skill development and perception, because it involves Brawijaya Universitas Brawijaya

	To the following the first of t	
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rawijaya	Universities evaluation, making a personal judgment on the accuracy, value of what is being	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	
rawijaya	Universitas read. It means questioning, comparing, and evaluating. Brawijaya Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas In this study the students should achieve the first level of reading Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Brawijay
rawijaya	Universi comprehension that is literal comprehension level, because literal comprehensions it as	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universitiself is a fundamental to all reading skill at any level, and it refers to understanding sites	Brawijay
rawijaya	Universitideas and information explicitly stated in the passage. Students should achieve this	Brawijay
rawijaya	Universitas Brawijaya Universitas	s Brawijay
rawijaya	Universi comprehension level because it deals with the problems that faced by the students sites	
rawijaya	Universitas Braw Universitas Braw Universitas about finding the main idea and the structure of the text. So, in literal sites	Brawijay
rawijaya	Universitas Br. Universitas	
rawijaya	Universit comprehension level, it was hope that the students can recognize the details of the Sitas	
rawijaya		Brawijay
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rawijaya	Reading comprehension is a process of simultaneously extracting and	Brawijay
rawijaya		
rawijaya	Universition constructing meaning through interaction and involvement with the written	
Irawijaya Irawijaya	Universitas Universitas Universitas Universitas Universitas Universitas Universitas Universitas	
	Universitas B	Drawijay
rawijaya Irawijaya	what the reader's read and making connections. Without comprehension, reading is	s Brawijay
rawijaya Brawijaya	Universit simply following words on a page from left to right while sounding them out. When sit as	
rawijaya Brawijaya	Universitas Brawija wijaya Universitas	
rawijaya	University students are unable to comprehend what they are reading, they have what is known sites	Brawijay Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universitas B Actually, the biggest factor affecting comprehension is how much students it as	
rawijaya		
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas know already about a topic (Allington & Cunningham, 2010). Therefore, the Universitation of the Control of t	Brawijay
rawijaya	University teacher can take steps to improve students' comprehension by priming them with	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universi information about the topic. For example if a student is reading a book about golf, sit as	Brawijay
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rawijaya	Universit the teacher explaining to them about the history of the sport and how it was played	Brawijay:
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	
rawijaya	Universitbriefly will help them understand better. Students also often already have sites	Brawijay:
rawijaya rawijaya	Universitas Brawijaya	Brawijaya Brawijay
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rawijaya		
rawijaya	Explanation text is a text to explain about how and why something in the	s Brawijay
rawijaya	Universit world happens (Barwick, 1995:50). Actually, it is about explanation of some sites	Brawijay:
rawijaya		s Brawijaya
rawijaya	Universi actions or steps rather than about describing things, such as establish that the itas	Brawijay
rawijaya	Universi phenomenon exists and then explain why or how this came about. Explanations has universitate	Brawijay:
rawijaya	Universi	s Brawijaya
rawijaya	Universi an important role in building our knowledge, because from this kind of text we will sites	Brawijay
rawijaya	Universitation	s Brawijay
rawijaya	Universities know about the phenomenon happened around us. Universities	Brawijay:
rawijaya	Universitas This text type links with Science and Technology topics where explanations Sitas	Brawijay
rawijaya	Universitas Universitas Universitas	s Brawijaya
rawijaya	University of natural or non-natural phenomena are explored. For example, how a television	
rawijaya	Universities works, why earthquakes occur, how rainbow are formed, and how sound moves	Brawijay
rawijaya	Universitas Bratilitas Universitas	s Brawijaya
rawijaya	Universithrough a variety of materials. It also has links with Human Society and itas	
rawijaya	Universitas Brawij Universitas Environment where explanations are written for how cotton is processed to become sitas	Brawijay
rawijaya rawijaya		
rawijaya rawijaya	university articles of clothing, why we should exercise and eat a healthy diet and how cheese	Brawijay
rawijaya	Universitis processed from milk/ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	
rawijaya	- , , , , , , , , , , , , , , , , , , ,	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas There are different types of explanation text. The first type of explanation text	Rrawijay
rawijaya	Universite explains an occurrence or "how" something works, for example about mechanical	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	
rawijaya	Universi term; such as how a lawn motor works, technological term; like how a computer site	
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rawijaya				I	
rawijaya	Universit as Brawing is the prim				tas Brawijay tas Brawijay
rawijaya	providing suitable con hydroelectric power pl		ecosystems, as well a	is water for	tas Brawijay tas Brawijay
rawijaya	Universitas	20/2	24	Universi	tas Brawijay
rawijaya	The phenomenor		a water circle. The co	ncept of the	tas Brawijay
rawijaya	water cycle involves the		arth's surface water and or rises into the Earth's	causing the	tas Brawijay
rawijaya	barrace water to evapo		ondenses into liquid d	William Print	tas Brawijay
rawijaya		- NAME AND A STREET	to the earth as precipit		tas Brawijay
rawijaya	Universit can be in the form of r	ain or snow.			tas Brawijay
rawijaya	Universit However, not all	rain reaches the surf	ace. Some evaporates	while fallingers	tas Brawijav
rawijaya	Universite through dry air. This is	s called virga, a phen	omenon which is often	seen in hot,	tas Brawijay
rawijaya	Universita dry desert regions.	製、之間			tas Brawijay tas Brawijay
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rawijaya	Universitas The first paragraph has a general statement that introduces or identification of the control of the		
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya scientific or technical phenomenon. It gives the audience a brief introducturiversitas Brawijaya	Universitas Bration to the	awijay
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rawijaya Irawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Bra	
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rawijaya Brawijaya	Universitas The logically sequenced paragraphs explain why or how something Universitas Brawijava	g happens tas Bra Universitas Bra	awijay awiiay
rawijaya	University rather than focusing on an object. The explanation sequence should co		
rawijaya	Universites Brawi	Universites Rr	
rawijaya	series of happenings, actions, causes or processes that are the focus of the	e text type.	awijay
rawijaya	Universit This chain of actions, causes or events results in the phenomenon about	which the sitas Bra	awijay
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rawijaya	Universi explanation is written. Events may be related according to time or cause of		
rawijaya	University both and should be detailed and accurate, ensuring that all elements have been both and should be detailed and accurate, ensuring that all elements have been been been been been been been be	nave been	awijay
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rawijaya	Universit5.s Labelled diagrams and flow charts	Universitas Bra	
rawijaya	Universitas Brawiik	Universitas Bra	awiiav
rawijaya	Universitas Labelled diagrams and flow charts can be used to clarify information	or to add sitas Br	awijay
rawijaya	University additional information not included in the explanation. Particularly in University Brawijaya	Universitas Brascientific	awijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Br	awijay
rawijaya	Universitexts accurate diagrams and illustrations are important as they support the		
rawijaya	Universities Brawijaya Universities Brawijaya Universities Brawijaya labelled diagrams and flow chart are additional in this text, so the student universities between the student are additional in this text, so the student universities between the student are additional in this text, so the student universities between the student are additional in this text, so the student universities between the student are additional in this text, so the student universities between the student are additional in this text, so the student universities between the student are additional in this text, so the student universities between the student are additional in this text, so the student universities between the student are additional in this text, so the student universities between the student are additional in this text, so the student universities between the student are additional in this text, so the student universities between the student are additional in this text, and the student universities between the student are additional in this text, and the student universities between the student are additional in the student are additional in the student universities between the student are additional in the student are additional to the student are addi	Universitas Bra	awijay
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rawijaya	Universita 2.B Use abstract noun, such as heat, earthquakes ersitas Brawijaya	Universitas Brawijay
rawijaya		Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universita 3. Usually the subjects is not human, like mountain, rain, video jaya	Universitas Brawijay
rawijaya	Universita 4. B Use the sentences that have a clear subject and verb agreement	Universitas Brawijay
rawijaya	Universitas Brawijaya	Universitas Brawijay
rawijaya	University 5.8 Use action verbs to explain cause, such as from, started from java	Universitas Brawijay
rawijaya		
rawijaya	Universitas Braw diaya diaya Universitas Braw diaya	actions Universitas Brawijay
rawijaya	Universitas occurred, such as It is to found in North America	Universitas Brawijay
rawijaya	Universita	Universitas Brawijay
rawijaya	Universi 7. Use connectives to link time sequences in cause and effect sequence,	like first, sitas Brawijay
rawijaya	Universit	hiversitas Brawijay
rawijaya	then after, finally, so, as a consequence	hiversitas Brawijay
rawijaya	Universit 8. Use passive voice	hiversitas Brawijay
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rawijaya	Universita 9. Use time conjunction, such as when, as, to consequence and link every such as when the conjunction of the conjunc	ents and Iniversitas Brawijay
rawijaya	Universita to keep the text flowing	Universitas Brawijay
rawijaya	Universitas	Universitas Brawijay
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rawijaya	Universitas B Small Group Discussion	Universitas Brawijay
rawijaya	2.4 Small Group Discussion Universities Bra	Universitas Brawijay
rawijaya	Universitas B In this research, the researcher used small group discussion techniques	
rawijaya	Universitas Brawija wijaya	Universitas Brawijay
rawijaya	Universit solution to solve the students' problem in reading comprehension.	Brewersitas Brawijay
rawijaya	Universit (1997:23) writes that the purpose of using small group discussion techni	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universi contribute and circulate information on a particular topic and analyze and	evaluatesitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya the information for supported evidence in order to reach an agreement or Universitation for supported evidence in order to reach an agreement or universitation for supported evidence in order to reach an agreement or universitation for supported evidence in order to reach an agreement or universitation for supported evidence in order to reach an agreement or universitation for supported evidence in order to reach an agreement or universitation for supported evidence in order to reach an agreement or universitation for supported evidence in order to reach an agreement or universitation for supported evidence in order to reach an agreement or universitation for supported evidence in order to reach an agreement or universitation for supported evidence in order to reach an agreement or universitation for supported evidence in order to reach an agreement or universitation for supported evidence in order to reach an agreement or universitation for supported evidence in order to reach an agreement of the supported evidence in order to reach an agreement of the supported evidence in order to reach an agreement of the supported evidence in order to reach a support of the supp	Universitas Brawijay
rawijaya	Universitate information for supported evidence in order to reach an agreement of	n general Phiversitas Brawijay
rawijaya	University conclusion. Similar to this, Gibson (2010:4) stated that small group d	iscussionsitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitechnique can develop students' abilities to formulates and debate argume	ents or tositas Brawijay
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rawijaya	refine their critical understanding of a particular topic. Therefore, by usi	Universitas I	3rawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas E	3rawijay
rawijaya	Universit group discussion technique, students could be easier to participate actively	y Universitas F	3rawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Group discussion help the students participate freely and active Universitas Brawijaya Universitas Brawijaya	Universitas F	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas F	Brawijay
rawijaya	Universitanother advantage of small group discussion technique according to	Brewersitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas E	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas E	Brawijay
rawijaya	Universitas Brawijaya in the group can participate.	Universitas E	Brawijay
rawijaya	Universitas Brawijaya	Universitas E	
rawijaya	Universita 2.B It is a good way to get students interested in topic.	Universitas E	
Irawijaya Irawijaya	Universitas Braw' 3. Student may more easily understand another students' explanation	Universitas E	Brawijay
rawijaya Irawijaya	Helicovettes III	Universitas E	
rawijaya	Universitas teacher's explanation. Universitas	Universitas E	
rawijaya	Universi 4. The teacher can identify the students who need assistance.	niversitas E	
rawijaya	Universit	niversitas E	
rawijaya	5. The teacher can identify individual opinion about the topic.	niversitas E	
rawijaya	Universit 6. It helps the participant see relationship among ideas or concepts rela		
rawijaya	Universit	niversitas E	Brawijay
rawijaya	Universita topic at hand (U. S. Professional Teacher Training, 1983 in Brewer:	27) Iniversitas P	Brawijay
rawijaya	Universita Based on Brewer (1997:25), there are three variations of small	ıll groupsitas l	Brawijay
rawijaya	Universitas Universit discussion; they can be described as follows.	Universitas E	
rawijaya	2/8/2	Universitas E	
rawijaya	Universitas B. Cooperative Learning Group	Universitas E	
rawijaya rawijaya	and the state of t	Universitas E	
rawijaya Irawijaya	Universitas B In this variation, a small group of students works together to a Universitas Brawija.		
rawijaya Irawijaya	University common goal. The goals of cooperative learning group are	Universitas E positive _{sitas} E	Brawijay Brawijay
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rawijaya	Universitas Brawijaya face-to-face interaction among the students, in Universitas Brawijaya Universitas Brawijaya	ndividual Universitas f	Brawijay
rawijaya	Universit accountability within the group, and interpersonal and small group skill. It		
rawijaya			
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya to foster cognitive development in the areas of retention and achiever Universitas Brawijaya	nent and Universitas I	Brawijay
rawijaya	Universit effective development though socialization and self-esteem. Sma		
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas E	
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universit discussions allow the students to get to know each other on a personal le	Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universit give them a sense of belonging to a team, ya Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universitas B These groups exist in order to discover, inquire, and think critical	ally.iForsitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universite example, several students might work together to solve mathematical	problem	Brawijay
rawijaya	University through exploration. The purpose of this group is to approach real-life p	problems	Brawijay
rawijaya	Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universit with an appropriate strategy. The students find many approaches to the probability		
rawijaya	Universities Braw Universities them for the best possible solution. Problem solving group helps the	Universitas students	
rawijaya			Brawijay
rawijaya	Universitione to logical solutions and make responsible decisions.	Universitas	
rawijaya	Universita Universita 3. Group Investigation	Universitas	
rawijaya		niversitas	
rawijaya	Universi Universi	particular niversitas	Proviiov
rawijaya rawijaya	Universitinterests. Each group has a certain category, and they gather information		
rawijaya	University Each group has a certain category, and they gather information of the category and the catego	niversitas	
rawijaya	analyze it for meaning. The students then prepare and deliver a presentation	on to the	Brawijay
rawijaya	Universit class about what they discovered. The process of teaches students to work to		
rawijaya	Universitas	Universitas	
rawijaya	Universitisten to one another, and support each other's work and opinions. This is	a group _{rsitas}	Brawijay
rawijaya	Universities R skill-building teaching method that strengthens peer interaction.	Universitas	Brawijay
rawijaya	Universitas Bra	Universitas	Brawijay
rawijaya	Universitas BThe researcher used cooperative learning group discussion to achieve	the goalsitas	Brawijay
rawijaya	Universitas Brawija which was to improve the first year the last?	Universitas	Brawijay
rawijaya	Universit of this research, which was to improve the first year students'	readingsitas	
rawijaya	Comprehension achievement through small group discussion. Cooperative	learning	Brawijay
rawijaya		Universitas	
rawijaya	Universi group operates on the premise that the students achieve more when the	•	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya together. It is useful to foster cognitive development in the areas of retenuniversitas Brawijaya	ition and	Brawijay
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universities B There were four meetings in this research, the researcher taught explanation	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universitext by using small group discussion technique in the first until the third meeting, sitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	universitas Brawijaya	Brawijay
rawijaya	Universit group discussion. In small group discussion, the researcher asked students to ital	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universit discuss about explanation text from the researcher, share their knowledge about it,	Brawijaya
rawijaya	university and answer the questions of the text. Beside that, the researcher also asked students	Brawijay:
rawijaya	Universitas Brawijaya Universitas	s Brawijaya
rawijaya	Universito find the main idea and generic structure of the text and asked them to arrange the sites	
rawijaya	Universitas Brawi Universitas Brawi Universitas Universitas Universitas Universitas	
rawijaya 		
rawijaya	Universitas To make a success small group discussion in the class, Brewer (1997:23) Sites	Brawijay
rawijaya		Brawijay
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rawijaya	I. Introduction	Brawijaya
rawijaya rawijaya		Brawijaya Brawijaya
rawijaya	Universita	Drowiiow
rawijaya	relationship, and advanced organizer. An instructional objectives should be given University	Rrawijay
rawijaya		
rawijaya	Universities to the students in the beginning of the discussion. Here the teacher should try to universities	
rawijaya	Universi introduce the topic that familiar to the students, so they have a basis for discussion.	Brawijay
rawijaya		
rawijaya	Universities By Then, in the purpose stage the teacher should explain why the groups will be Universities Bra	Brawijav
rawijaya	Universit discussing the chosen topic. In the relationship in introduction, the teacher must site	
rawijaya	Universitas Brawii	Rrawijay
rawijaya	Universite explain how this information fits in with what has already been learned or what will sites	Brawijay
rawijaya	be learned in the future. The last is advanced organizer, the teacher give some sort	Brawijay:
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	s Brawijaya
rawijaya	Universitof attention-grabber that attracts the students' interest sitas Brawijaya Universitas	Brawijay
rawijaya	Universitas Brawijaya	
rawijaya		
rawijaya	Universitas B The teacher is in charge of directing the discussion to get it started. The	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universi teacher should ask students if they have questions about the topic at hand, or the	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universite teacher may want to ask a few question from a prepared list to stimulate	thought	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universitoward the topic. Another way to begin the discussion is to ask the students to		
rawijaya rawijaya	Universitas Brawijaya and share personal events that have happen in their lives that related to the	Universitas le topic.	Brawijay Brawijay
rawijaya	Universi This is a good way to start the discussion and to get everyone involved.		
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya		
rawijaya	director who directs the discussion, the teacher should decide whether or	not the	Brawijay
rawijaya	University students are spending too much time on insignificant points. Brawijaya	Universitas	
rawijaya	students are spending too much time on insignificant points.	Universitas	
rawijaya		Universitas	
rawijaya	Universitas Braw Universitas Braw Univer	Universitas	Brawijay
rawijaya	Universitas Billie teacher should summarize the discussion to make sure the s	udents Universitas	Brawijay
rawijaya	Universitunderstand what has been discussed. It is important to summarize to make	sure all sitas	Brawijay
rawijaya	Universita	Universitas	Brawijay
rawijaya	Universi students are thinking along the same lines. A final summary is essential at		
rawijaya 	of the discussion. Basically, summarization is helpful for clearing con	nfusion,	Brawijay
rawijaya 	Universit	niversitas	Brawijay
rawijaya	Universit covering main points, ending a discussion, and conveying consensus.	hiversitas	
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rawijaya			
rawijaya	Universities B conducting small group discussion in this research. There would be three s Universities Bra	tages in Universitas	Brawijay
rawijaya	University a discussion in every meetings; there were introduction, directing the disc		
rawijaya	Universitas Brawiik	Universitas	Brawijay
rawijaya	Universitand summarizing the discussion. There would be four meetings in this re-	esearch, sitas	Brawijay
rawijaya	Universit three meetings used small group discussion technique to learn explanation	Universitas fext and	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
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rawijaya		Universitas	
rawijaya	Universitas B In the first meeting, there were three stages in conducting small		
rawijaya		Universitas	
rawijaya	Universi discussion. In the first stage, the teacher started the discussion with introd		
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Here, the researcher introduced about explanation text to the students. The teacher	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	
rawijaya	Universi explained about the reason why they should discuss about explanation text. Then, sitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas the teacher explained about the relationship between previous materials with Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	University explanation text. After that, the teacher gave students some facts or general itas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	
rawijaya	University statement related with explanation text to attract the students' interest. University of the students interest.	Brawijay
rawijaya	Universitas B The second stage was directing the discussion, the teacher started with some	Brawijay
rawijaya	Universitas Brawijaya Universitas	Brawijay
rawijaya	Universi questions to stimulate students, to know their background knowledge about it as	
Irawijaya	Universitas Braw explanation text. Here, the teacher gave an explanation text in a sheet of paper to sit as	
rawijaya Irawijaya		Brawijay
rawijaya Brawijaya	Universities about the materials, Stass University	Brawijay
rawijaya	Universi which was explanation text. The teacher asked students to read the text with their sites	
rawijaya		
rawijaya	group and asked them to answer the questions first. After they answered the	Brawijay
rawijaya	Universit questions related to the text, they should find the generic structure and the main ideasitas	
rawijaya	Universita	Brawijava
rawijaya	Universitation of the text in small group discussion. This activity was useful to students' to talk	Brawijay
rawijaya	Universitand share their knowledge with their friends.	
rawijaya 	Universitas The last stage was summerizing the discussion. In this stage, the teacher with	Brawijay
rawijaya 	Universities. The last stage was summarizing the discussion. In this stage, the teacher with	
rawijaya	University B students made a summary about explanation text that they discussed before. The	Brawijay
rawijaya	Universitas Bray Universitas	
rawijaya rawijaya	Universi final summary is essential at the end of the discussion. Basically, summarization is Sitas Universitas Brawii.	
rawijaya rawijaya	Universitas Brawija, Wijaya Universitas Universitas helpful for clearing confusion, covering main points, and ending a discussion. The sitas	Brawijay
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rawijaya	University following table is the steps or procedure in conducting small group discussion in Universities Brawnaya Universities Brawnaya	Brawijay
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rawijaya	University able 2.1 Steps of conducting	g small group discussion in the first meet	Universitas Brawijay
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rawijaya	Universitas Brawijaya Universitas	2. The teacher explained about the reason they should discuss about explanation to	LIBIVARCITAC PROMILOV
rawijaya	Universitas Brawijaya Universitas	3. The teacher explained about the relati	
rawijaya	Universitas Brawijaya Universitas	between explanation text and the p	previous rsitas Brawijaya
rawijaya	Universitas Brawijaya Universitas	materials or what will be learned in the	Ulliveibilas Diawilav
rawijaya	Universitas Brawijaya Univer	4. The teacher gave students some sort of a grabber to begin the discussion, such	TINIVARGITAG KRAWIIAW
rawijaya	Universitas Brawijaya	general statement about the explanation	
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rawijaya	Universitas Br	questions to know the students' know about explanation text.	Oniversitas Brawijay
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rawijaya	Universit	personal events that happen in their re	
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rawijaya	Universi	3. The teacher asked students to discus explanation text.	s about sitas Brawijaya
rawijaya	Universit	4. The students should answer the qu	uestions Brawijaya
rawijaya	Universit	according to the text, find the generic s	tructurersitas Brawijaya
rawijaya	Universit	and the main idea of the text given	by thersitas Brawijay
rawijaya	Universit Summarizing the discussion	teacher. The teacher with students made a summar	Universitas Brawijaya
rawijaya	Universita Summarizing the discussion	explanation text to cover the main point	
rawijaya	Universitas	discussion.	Universitas Brawijaya
rawijaya	Universitas E		Universitas Brawijaya
rawijaya	Universitas B	a	Universitas Brawijaya
rawijaya	2.5.2 Second Meeting	aya	Universitas Brawijaya
rawijaya	Universitas B In the first stage, the teacl	her started the discussion with introduction	first.iThesitas Brawijay
rawijaya	Universitas Brawija	wijaya	Universitas Brawijaya
rawijaya		planation text to the students and explained	
rawijaya 	relationship between previous	materials with the current materials. After	Universitas Brawijay
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rawijaya	_	e facts or general statement related with exp	_
rawijaya		s Brawijaya Universitas Brawijaya	
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rawijaya	In the second stage, the	e teacher started with some questions to	stimulate Brawijay
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rawijaya rawijaya	-	round knowledge about explanation text. I	
rawijaya		s Brawijaya Universitas Brawijaya	Universitas Brawijaya
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rawijaya	Universitas Brawijaya Universita	s Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya		ation text in a sheet of paper to each gro	"Uni y ersitas Brawijay
rawijaya		is Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya		uss with their group and asked them to arr	
rawijaya			
rawijaya	jumble paragraph into a good a	Brawijaya Universitas Brawijaya arrangement. Then, the teacher asked them t	o answer Universitas Brawijava
rawijaya		lout. This activity was useful to students' to	
rawijaya	1	s Brawijaya Universitas Brawijaya	
rawijaya	share their knowledge with the	ir friends. After that, the representative of the	ne groups Sitas Brawijaya
rawijaya			Universitas Brawijaya
rawijaya	Universit deliver the result of their discu Universitas Brawijaya	as Brawijaya	Universitas Brawijaya
rawijaya		narizing the discussion. In this stage, the teach	
rawijaya	Universitas Brawi	A G D A vijava	Universitas Brawijav
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rawijaya	Universita	ie end of the diseassion. Busicarry, summar	Universitas Brawijaya
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rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya	Universit Univer	Activities 1. The teacher introduced students explanation text. 2. The teacher explained about the related between explanation text and the purpose materials or what will be learned in the state of	niversitas Brawijaya eeting sitas Brawijaya about sitas Brawijaya tionship sitas Brawijaya orevious sitas Brawijaya future. atement
rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya	Universit Univer	Activities 1. The teacher introduced students explanation text. 2. The teacher explained about the related between explanation text and the purpose materials or what will be learned in the standard about explanation text to attract the standard interest.	Iniversitas Brawijaya about sitas Brawijaya universitas Brawijaya tionship sitas Brawijaya previous future. atement sitas Brawijaya tudents² sitas Brawijaya Universitas Brawijaya universitas Brawijaya
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rawijaya		second stage, the teacher started with some questions itas Brawijaya
rawijaya	Universitas Brawijava Universit	as Brawijava Universitas Brawijava Universitas Brawijava
rawijaya	to stimulate students about e	xplanation text. Here, the teacher gave an explanation sitas Brawijay
rawijaya		h groups, then asked students to read and discuss with Sitas Brawijaya
rawijaya	Universitas Brawijaya	n groups, then asked students to read and discuss with
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rawijaya	Universi Dasicany, Summarization 13	hiversitas Brawijaya
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rawijaya	Universitas Stages	Activities Universitas Brawijaya
rawijaya	Universit	1. The teacher introduced students labout sitas Brawijaya
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rawijaya	Universitas Bra	between explanation text and the previous sites Brawijaya
rawijaya	Universitas Braw	materials or what will be learned in the future. Sitas Brawijaya
rawijaya	Universit Directing the discussion	1. The teacher stimulated students with some great Brawijaya questions to know the students' knowledge
rawijaya	Universitas Brawijay	Training a
rawijaya	Universitas Brawijaya Universit	2. The teacher asked students to discuss about
rawijaya rawijaya	Universitas Brawijaya Universit	explanation text.
rawijaya rawijaya	Universitas Brawijaya Universit Universitas Brawijaya Universit	3. The students should read and answer the sitas Brawijaya squestions according to the text.
rawijaya rawijaya	Summarizing the discussion	The teacher with students made a summary about
rawijaya rawijaya	Universitas Brawijaya Universit	explanation text to cover the main points of the
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	
rawijaya	Universitas B According to Klingner (2007:14) assessing reading comprehension is fraughtsitas	
rawijaya Irawijaya	with challenges, because it can be difficult to determine whether students really	Brawijay Brawijay
rawijaya	Universit understand or how much the students really know and what they are actually sites	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	
rawijaya	thinking Traditional massymas tond to feare an atmaight mosall on literal	Brawijay
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Irawijaya	University understanding, but there is much more to comprehension than these. Klingner Universities Brawijaya Universities	Brawijav
rawijaya	Universit further argued that reading comprehension assessment has different purpose. Onesitas	
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rawijaya 	Universi Assessment tools and method can helps teachers to assess their students. Sitas	
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Irawijaya	Universit students. Tools are instrument to measure each method. Formal method and tools sites	
rawijaya Irawijaya	Universitation included standardized test and age related developmental milestones. Informal universitation included standardized test and age related developmental milestones.	s Brawijay s Brawijay
rawijaya	University method and tools include use of flash cards and anecdotal record. Universitys	
rawijaya	Universitas Universitas Universitas	Brawijay
rawijaya	Universitas . There are many kinds of assessing technique for reading comprehension. Sitas	Brawijay
rawijaya	Universities Heaton (1991:105) proposed: word matching, sentence matching, pictures and	Brawijay
rawijaya	Universitas Bra Universitas	Brawijay
rawijaya	Universit sentences matching for initial stages of reading; matching test or intermediate and sites	
rawijaya rawijaya	Universitas Brawija Universitas Universitas advanced stages; true or false reading test, multiple choice items, completion, sitas	Brawijay
Irawijaya Irawijaya		
rawijaya	University rearrangement, cloze procedure, open-ended and miscellaneous items, and cursory Universities Brawniaya	Rrawijay
rawijaya	Universit reading. In line with Heaton, Brown (2004: 190) has reading aloud, writtensit as	
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rawijaya	Universitas Brawijaya	Brawijay
rawijaya	Universit test, cloze test, C-test cloze-elide test, short-answer test, ordering test, and	
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rawijaya	Universit summarizing test. In this particular study, the researcher will use multip	le choicesitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universit to assess the students' reading comprehension achievement. Brawijaya	Universitas	Brawijay
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rawijaya	1. Greater versatility measuring rote memory to more complex knowledges and the state of the sta	edge	Brawijay
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rawijaya	Universities 2. Large amount of information can be measured in a short time Universities Brawijaya	Universitas	
rawijaya	University 3.8 Evaluating large numbers of test-takers takes considerably less time		
rawijaya	Halamatta Danit	Universitas	
rawijaya	Universitias Braw 4. Scoring is objective and can be reliably completed	Universitas	
rawijaya	Universitas Since this test is to measure students' reading comprehension achieves	evement sitas	Brawijay
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rawijaya	Universi the researcher conducted the test at the end of the study, because the achieves		
rawijaya	Universite test are often summative or administered at the end of the study (Brown, 2 Universite)	iyersitas	Brawijay
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rawijaya	Universitä intermediate level of difficulties level items. Students will answer each qu		Brawijay
rawijaya	Universitisizity minutes by crossing the right answer. Students will get four score		
rawijaya	Universitas	Universitas	
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rawijaya	researcher had conducted studies the use of small group discussion. Umiyat Universitas Brawijaya	ti in 2011	Brawijay
rawijaya	Universit conducted a research about "The Effectiveness of Using Small Group D		
rawijaya			
rawijaya	in Teaching Reading Comprehension (Experimental Study at the Seventh	Grade of	Brawijay
rawijaya	Universit SMP Sunan Bonang Tangerang)". The result of the study showed that sm		
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universi discussion technique was an effective way in improving and enhan	cing the sitas	Brawijay
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group discussion technique and talking about reading comprehension. While the rawijaya Universitas Brawijaya U	rawijay rawijay rawijay rawijay rawijay rawijay rawijay rawijay rawijay rawijay rawijay rawijay rawijay rawijay
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University this study with the present study. The similarities are both of the studies use small group discussion technique and talking about reading comprehension. While the University differences of this study with the present study are; this study is using experimental task and the present study is using classroom action research design, and the University and the present study is using classroom action research design, and the University and the School student, while the present research is University and the University and the School student, while the present research is University and Univers	rawijay rawijay rawijay rawijay rawijay rawijay rawijay rawijay rawijay rawijay
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I WILLIAM WILLIAM OF THE CONTROL OF	awijay
rawijaya Universituniversity on 2014. Her research was designed to find out whether or not the small sit as Bi rawijaya Universita	
rawijaya Universi group discussion technique can help the students improve and develop their abilitysitas Bi	awijay
	awijay
rawijaya Universi in reading comprehension. The subject was the eighth grade students of SMP inversitas Branch and SMP inv	'awijay
rawijaya Universi Negeri 4 Denpasar in academic year 2013/2014. Based on her research, it can besitas Bi	awijay
rawijaya Universita Iniversitas Bi	ʻawijay
rawijaya Universitä concluded that small group discussion was an effective technique that can be used	ʻawijay
rawijaya Universito improve the students' ability in reading comprehension. There are some sitas B	
rawijaya Universitas Universitas Br	
rawijaya Universi similarities and differences of this study with the present study. The similarities are sitas BI	
rawijaya Universitas B both of the studies focus on reading comprehension achievement, using small group	'awijay
rawijaya Universitas Bra	awijay
rawijaya Universit discussion as the technique and classroom action research as the research design. Sit as Bi	
rawijaya Universitas Brawija rawijaya UniversitWhile the differences of this study with the present study are; this study was sitas Br	'awijay 'owiiov
rawijaya Universitas Conducted in Junior High School, while the present study will be conduct in Senior rawijaya Universitas Brawijaya Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Brawijaya Universitas Brawijaya Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	awijay 'awiiay
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rawijaya	Universitas BThis chapter discusses the research design, subject of the study, research sitas Brawijay
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rawijaya	Universit procedure, criteria of success, data collection, and data analysis. Universitas Brawijaya
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rawijaya	Universities a research design. Since, the researcher collaborated with the English teacher of Sitas Brawijay
rawijaya	Universitas Universitas Brawijay
rawijaya 	Universi the class to conduct this research. According to Bryant (1995:8), collaborative Brawijay
rawijaya	Universi classroom action research can be defined as a variety of stakeholders cooperating liversitas Brawijay
rawijaya	
rawijaya Kawijaya	Universit together to explore questions of mutual interest through cycles of action, Sitas Brawijay
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rawijaya Irawijaya	Universit create frameworks for understanding, and suggest action which improve practice. Sitas Brawijay Universitas Brawijay
rawijaya	Universitas Collaborative classroom action research was also useful for educators to sitas Brawijay
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rawijaya	Universitas Brawijay encourage each other to examine their teaching practices, interaction between Universitas Brawijay
rawijaya	Universit colleagues, and inviting active collaboration in a joint attempt to improve teaching sitas Brawijay
rawijaya	Universitas Brawiia wijaya Universitas Brawijay
rawijaya	Universit All participants in collaborative classroom action research were equal partner in Sitas Brawijay
rawijaya	Universities Praying processes affecting both the means and the ends of the research
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Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univ30sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University comprehension the English teacher that indicated their reading comprehension Brawijaya Universitas Brawijaya Universitas Brawijaya Universitachievement was needed to be improved through small group discussion technique.sitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universit3.3 B Research Procedureitas Brawijaya Universitas Brawijaya Universit needed to do every step of this study from the beginning to the end. According to Universit Kemmis et al., (1998:17), collaborative classroom action research typicallysitas involved four stages in a cycle of research; there were 1) planning, 2) acting, 3) Universit observation, 4) reflection. The four phases of this research would be explained as Sitas Brawijaya Universi follow. sitas Brawijaya 1. Planning In this phase, the researcher identified the problems that happened in SMA rawijaya Negeri 1 Tumpang, then the researcher and collaborator developed some plans in University order to bring the improvement. In order to improve the students' reading sitas Brawijaya Universi comprehension achievement in explanation text, the researcher decided to use smallsitas group discussion technique. The researcher planned a teaching learning activity to Universit overcome the problems found in preliminary study. Besides, the researcher also it as Brawijaya prepared lesson plans (see appendix 1&2) consisted of some titles of explanation text and teaching material such as pictures, and also the instruments to collect the Universit data included observation checklist, field note, questionnaires and achievement test.sit as Brawijaya Universitas Brawijaya rawijava **Universitas Brawiiava**

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rawijaya	Universitas B There was some planning of this research which was doing by the re	Universitas	Brawijay
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rawijaya	Universitsuch as below: a Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
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rawijaya	Universitas B Student were found the difficulties in finding the main idea and	Igenericsitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
rawijaya	University structure of explanation text, so the researcher and collaborator decided to u	ise small	Brawijay
rawijaya	University group discussion technique to solve the students' problems in	reading	Brawijay
rawijaya	Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universit comprehension. By using small group discussion technique, students cou		
rawijaya	Universitas Braw' together to solve their problems, discuss, and share the information that	Universitas they had	Brawijay
rawijaya rawijaya			
rawijaya rawijaya	University before. In small group discussion, the teacher asked students to make		
Irawijaya Irawijaya	Universite University consisted of 3-4 students in each small group discussion.	Universitas niversitas	
rawijaya Brawijaya			
rawijaya Brawijaya	Universi Universi 1.2 Designing the lesson plan based on the syllabus and prepare	ring the liversitas	Brawijay
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	Universit	nivorcitos	Drowijov
rawijaya	Universita In this research, there would be four meetings in a cycle. The first	meeting,	Brawijay
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rawijaya	Universitas	Universitas	
rawijaya	Universitos the students. Here, the students would be divided into some small	ll group _{sitas}	Brawijay
rawijaya	Universitas B discussion, consisted of 3-4 students in each groups. In this meeting, the re		
rawijaya	Universitas Bra	Universitas	Brawijay
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rawijaya 	Universitas B in the second meeting, the activities of the class would be similar	with the	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
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rawijaya	Universities Brawijaya Universities Brawijaya Universities Brawijaya Consisted of 3-4 students in each groups, and the activity was about expunivers	olanation	Brawijay
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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univ33sitas Brawiiava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas B classroom situation, the students, activities, and if there were several things litas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universities B happen in the classroom and the researcher did not mention it in the itas observation checklist. Here, the collaborator observe the students' activities Universitas B of teaching and learning process in the classroom by filling two instruments it as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya of observation. Universitas B Questionnaire rsitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas B The questionnaire was useful to know the students' responses toward smallsitas group discussion technique. The questionnaire were adopted from Yuliasari's thesis in 2014 which consisted of ten multiple choice questions. The researcher asked the students to fill the questionnaire in the end of the cycle. Six d. Achievement test (post-test) The researcher would administered a post-test in the last meeting. Thesitas Brawijaya purpose of this test was to know the students' score and to measure the result of students' reading comprehension achievement after being taught with Sitas Brawijaya small group discussion technique. This test was consisted of twenty multiple choice questions and the researcher would asked students in sixty minutes B The researcher also did a consultation with the collaborator in developing the sitas Brawijaya test. The researcher did not conduct a pre-test because the researcher has got students' reading comprehension score from the teacher in preliminary study. Universita: 4B Setting the criteria of success wijaya Universitas Brawijaya Universitas Brawijaya ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univer The researcher did not set the criteria of success by herself, because the criteria of success here was creating by SMA Negeri 1 Tumpang. The criteria of Universi success of this research was when the subjects of this research already fulfill the

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rawijaya	minimum criteria of mastering English lesson in SMA Negeri 1 Tumpang that was	as Brawijay
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rawijaya	Universit80% of the students could reach 75 awijaya Universitas Brawijaya Universit	as Brawijaya
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rawijaya	Universitas B In this step, the researcher who played a role as a teacher conducted the sit	as Brawijay
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rawijaya	research where the problems found. The teacher taught explanation text based on	as Brawijay
rawijaya	Universit the lesson plan that already prepared. In this stage the teacher used small group	as Brawijay
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rawijaya	Universit discussion j technique in order to improve students' reading/icomprehensionsit	
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rawijaya	University The received the four practices in this research. In the first meeting, the teacher	as Brawijay
rawijaya 	Universi There would be four meetings in this research. In the first meeting, the teacher sit.	
rawijaya 	University brainstormed the students by giving some text related to the material. Then, the	as Brawijay
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rawijaya	Universit explained what students should do in small group discussion with that text.	as Brawijaya
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rawijaya Irawijaya	Universi discussions to arrange the jumble paragraphs into a good arrangement of sit	as Brawijaya as Brawijaya
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rawijaya Brawijaya	Universitas 8 explanation text. The third meeting, the teacher made a review with the students Universitas 8 review with the students	as Brawijaya as Brawijaya
rawijaya	Universit about explanation text included the generic structure, language features and so on. Sit.	
rawijaya	Universitas Brawiik wijaya Universita	as Brawijav
rawijaya	Universit The teacher gave an explanation text to the students, and asked them to answer the Sit	as Brawijay
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rawijaya	questions with their small group discussion. In the last meeting, the teacher Universitas Brawijaya Universitas Brawijaya	as Brawijay
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rawijaya	Universit as Meeting a a Universitas Brawijay Activities esitas Brawijaya	Universitas	Brawijay
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rawijaya	students are divided into some small group discussion (one sm discussion consisted 3-4 students). Then, asked students to find the	nall group	Brawijay
rawijaya	Universities Brawiia structure and main idea in the text (small group discussion).	8	
rawijaya	Meeting 2 Asked students to arrange the jumbled paragraphs of explanation t		Brawijay
rawijaya	good arrangement and answer the questions (small group discussion)	Universites	Brawijay
rawijaya	Meeting 3 Reviewed about explanation text and asked students to answer the question text and asked students to answer the question as Brawija (the text (small group discussion) Universitas Brawija)	lestions of	
rawijaya	Universit Meeting 4 iia Individual achievement test (post-test) Versitas Brawijava	Universitas	
rawijaya	Universitas Brawijaya		
rawijaya	Universitas Brayeijaya Vawijaya		
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rawijaya	Universitas B In this stage, the researcher and the collaborator analyzed the		
rawijaya	Universitas	Universitas	Brawijay
rawijaya	Universit learning process during the treatment in order to know students' rea	ection and	Brawijay
rawijaya	Universi interaction toward small group discussion technique and also whether the	techniquesitas	Brawijay
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rawijaya	text by filling the observation check list and field note.	niversitas	Brawijay
rawijaya	Universita 4. Reflection	niversitas	Brawijay
rawijaya	Universitas	Universitas	Brawijay
rawijaya	Universitas Reflection was the process to evaluate and measure the teaching an	d learning d learning sitas	Brawijay
rawijaya	Universit activities in the classroom. In this phase, the researcher and the co	ollaborator	Brawijay
rawijaya	Universitas Bl	Universitas	Brawijay
rawijaya	Universi discussed about the classroom activities, the result of observation, and d	ecided the sitas	Brawijay
rawijaya	Universitas Braw next action. Reflection was also determining the success of the techni Universitas Brawija	Universitas	Brawijay
rawijaya	Universitas Brawija	Universitas	Brawijay
rawijaya	Universitused, whether it worked or there were still weaknesses toward the process		
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rawijaya	Universitas B The criteria of success in this research was 80% of the students can		
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya as the minimum criteria of mastering English lesson creating by SMA	Universitas	Brawijay
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Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univ₃₆sitas Brawijaya Universitas B There were two kinds of data collection used in this research; the qualitative sitas Brawijava ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas and quantitative data. Interview guide, questionnaire, observation checklist, and ersitas Brawijaya Universitas Brawijaya rawijaya Universifield note as the qualitative data, while the quantitative data was the students' scores it as Brawijaya Universitas Brawijaya Universitaken from post-test in a cycle. The process of collecting the data would be as Brawijaya Universitfollowawiia The researcher conducted the interview only in preliminary study before Brawijaya Universi conducting the research, in order to know the problems faced by the students insitas SMA Negeri 1 Tumpang by using the list of interview guide adapted from UniversitYuliasari's thesis in 2014 (see appendix 3). The researcher only interviewed thesitas English teacher of the first year students of SMA Negeri 1 Tumpang. The researcher Universitused the result of interview as a reference in conducting the research. Universit 3.5.2 Observation The researcher observed the students' activities of teaching and learning Universit process in the classroom. The instrument used by the researcher in conducting thesitas Brawijaya observation would be observation checklist (see appendix 4) and field note (see appendix 5) if there were several things happen in the classroom and the researcher ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br Universit did not mention it in the observation checklist. The researcher would only focus insitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas some aspects, there were; students' participation, students' activeness, and University attention during the activity. IJaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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rawijaya	Universitas BraThe researcher administered a post-test at the end of the session. The sites	Brawijay
rawijaya rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas purpose of this test was to know the students' score and to measure the result of Universitas Brawijaya Universitas Brawijaya	Brawijay Brawijay
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rawijaya Brawijaya	Universit students' reading comprehension achievement after being taught with small groupsit as Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	
rawijaya	discussion technique. This test consisted of twenty multiple choice questions and	Brawijay Brawijay
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rawijaya	Universit the teacher would ask the students to answer it in sixty minutes. The researcher only Universitas Brawijaya Universitas	: Brawijay
rawijaya	Universi conducted a post-test because the researcher has already got the students' score of sites	
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rawijaya	Universitas Questionnaire (see appendix 7)	Brawijay
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rawijaya	University toward the treatment. The questionnaire consisted of ten multiple choice questions.	Brawijay
rawijaya	Universit	Brawijay
rawijaya	Universi The researcher gave the adopted questionnaire from Yuliasari's thesis in 2014 tositas	
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rawijaya Irawijaya	Universitas B Data analysis was an attempt used by the researcher to summarize the Universitas Bra	Drawijay Prowijov
rawijaya Brawijaya	Universities Bra Universities Collected data. The data analysis in this research used quantitative and qualitative sites	
rawijaya Brawijaya	Universitas Brawija Wijaya Universitas	
rawijaya	Universitapproach. In term of qualitative analysis, the researcher used Miles and Huberman	Brawijay Brawijay
rawijaya	model data analysis (Kurniasih and Sani, 2014:86). There were three steps in doing	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universit qualitative data analysis, namely data reduction, data display, and drawingsit as	Brawijay
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rawijaya	University appropriate with the research after collecting the data. Since this research was to	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universi measure students' achievement in reading comprehension, the most valuable datasitas	
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rawijaya	University required to answer the question of under the study was to collect the data fr		
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universitest of the subjects under the study. The qualitative data would show the		
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rawijaya	progressing achievement in reading comprehension after they had bee	n taught Universitas	Brawijav
rawijaya	Universithrough small group discussion technique. In the data display, the research		
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya		
rawijaya	Universi describe and gave valid data that have been taken in the data collection	n. In the	Brawijay
rawijaya	University drawing conclusion, the researcher would give the conclusion of this stud		_
rawijaya	Universitas Brawijaya	y toward Universitas	Brawiiav
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rawijaya	Universit (Sudjana, 2001:129):	Universitas	
rawijaya	Universita (Sudjana, 2001, 125).	Universitas	
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rawijaya	Universit P = Percentage	hiversitas	
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rawijaya	Universitas B The questionnaire score would be formulated as follow (Kurniasih a	and Sani,	Brawijay
rawijaya	Universit2014:43):	Universitas	Brawijay
rawijaya	Universitas Braw Ijaya	Universitas	Brawijay
rawijaya	Universitas Brawija Student score = $\frac{Obtain\ score}{Total\ score} x100$ wijaya	Universitas	
rawijaya	Universitas Brawijay $Student\ score = \frac{x100}{Total\ score}x100$ awijaya	Universitas	
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Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas BrFINDINGS niversitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas B This chapter contains the finding found during the implementation of thesitas Brawijaya rawijaya Universitas Brawijaya Universitions of each phases of the sitas Brawijaya Universify cyclical activities that have been done by the researcher. BRAW, Universitas Brawijaya Universitas Universitas Brawijaya **Research Implementation** Universit The implementation of small group discussion technique was to improve tras Brawijaya students' reading comprehension achievement in the first year students of SMA Universit Negeri 1 Tumpang, this research was done in one cycle that consisted of foursitas Brawijaya rawijaya meetings and each meeting took 90 minutes. This research was conducted on June rawijaya Universiti4th, 2016 until June 21st, 2016. The description of the implementation of small sitas Brawijaya Universi group discussion technique was described as follows. Universit4.1.1 First Meeting Universities B The first meeting was conducted on Tuesday, June 14th, 2016 in 90 minutes. The implementation of this meeting based on the lesson plan for the first meeting Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit (see appendix 1). There were 34 students attended the class. First, the researchers it as Brawijaya Universitas Brawijaya rawijaya researcher would teach them for 4 meetings. Then the researcher asked the students Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universito pray before the researcher checked their attendance list. After that, the researcher stas Brawijava rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya rawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava Universitas Brawijava** University told the students about the material they would be learned in the first meeting until Universitas Brawijaya Universitas Brawijaya Universithe fourth meeting through small group discussion ersitas Brawijaya The researcher divided the students into some small group discussion, one University group consisted of 3-4 students. Then, the researcher stimulated the students about \$12.5 \text{B}\$ Universitas Brawijaya Universit English? If you know, please mention it". Next, the researcher gave an example of Universitexplanation text in a sheet of paper into each group (see students' handout 1). The sites researcher explained about explanation text in the form of slide show and asked the students to take some notes (see students' handout 2). After that, the researcher Universi asked the students to read the example of explanation text with their small groupsitas discussion and answer the questions about it in a sheet of paper, of course in small Universi group discussion too (see students' handout 1). Next, the researcher asked the students to discuss and found the generic Universit structure and main idea of explanation text (see students' handout 1). After the sites Universi students finished their discussion, the researcher asked the students to examine the result of their discussion and asked the representative of each group to answer the Universit questions that the researcher gave before. After finishing it, the researcher gave some feedbacks to the students and explained what should they learned in the second meeting. The researcher gave the students a homework to found the generic Universi structure and main idea of each paragraph of the explanation text that the researcher it as gave before (see students' handout 3) and the researcher finished the class on that day by greeting the students. as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas B The researcher and the collaborator observed the students' activities of Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi Universiteaching and learning process in the classroom. According to the observations it as checklist in this meeting, the researcher did the activities based on the lesson plan, Universibut the researcher did not give the review about the previous material and in the endsites Brawijaya Universitas Brawijaya Universition field note in the first meeting, the researcher forgot to lead students to pray in Universithe end of the activity. The researcher only gave one example of explanation texts about the water cycle, so the researcher should take more various example about explanation text. When the researcher explained the generic structure of explanation Universitext, the researcher spoke too fast so it made the students little bit confused. Overall, the classroom situation could handle well by the researcher and students enjoyed University with the classroom activities. Although there was some activities that did not applysi by the researcher, but it was not give serious impact toward the teaching and Universitiearning process. 4.1.2 Second Meeting Universitas B The second meeting was conducted on Wednesday, June 15th, 2016 in 90 minutes. The implementation of this meeting based on the lesson plan for the second meeting (see appendix 1). There were 34 students attended the class. First, the Universitas Brawijava Universitas Brawijava Universit Universi researcher opened the class by greeting the students and asked the students to praysit as Brawijaya before the researcher checked their attendance list. After that, the researcher told the students what the material they would be learned in the second meeting. Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas B Then, the students gathered with their groups like the previous meeting and Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universi reviewed the previous meeting with the researcher. The researcher helped the students to discuss their homework to find out the generic structure and main idea University of each paragraph. The representative of each group explained their result of their states Br Universitas Brawijaya explanation text to every small group discussion (see students' handout 4). The Universitesearcher asked the students to arrange the jumbled text into a good arrangement site and answered the questions about that text (see students' handout 4). Then, the students and the researcher discussed the right answers about the text together. The Universi next activity reviewed about what the students had learned in the second meeting. The researcher gave some feedback to the students and explained what should they Universi learned in the third meeting. The researcher finished the class on that day. The researcher and the collaborator observed the students' activities of teaching and learning process in the classroom. According to the observation checklist in the second meeting, the researcher did all the activities based on the lesson plan. It started from pre-activity, while activity, and closing activity. While Universi from field note in the second meeting, the researcher reviewed the last meeting's sitas Bi material too fast. When the researcher asked students to show their homework, there were some students who did not discuss with their group yet, so the researcher was sitas Brawijaya Universitas Brawijaya Universitas Brawijaya University waiting for a few minute for students to finish their work, but the researcher did all sites of steps based on the lesson plan well. The classroom atmosphere was conducive, students also enjoyed to join with the activities made by the researcher. They were ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universite excited to arrange the jumble paragraph and answer the questions. **Universitas Brawijaya**

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya versitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas B The third meeting was conducted on Thursday, June 16th, 2016 in 90 minutes. The implementation of this meeting based on the lesson plan for the third meeting Universities appendix 1). There were 34 students attended the class. First, the researcher it as Brawijaya Universitas Brawijaya Universities researcher checked their attendance list. After that, the researcher told the students Universitas Brawijaya
Universitwhat the material they would be learned in the third meeting. Yawijaya The students gathered with their groups same as the previous meeting to Universitieview about the materials that they had learned before. Then, the researcher gave Universi an explanation text to each group (see students' handout 5). The researcher asked the students to read the text and discussed with their groups to answer the questions Universitabout that text (see students' handout 5). After their finished, the students and the sitas researcher discussed the right answers about the text together. The next activity reviewed about what the students had learned in the third Universi meeting. The researcher gave some feedback to the students and explained about the activity in the fourth meeting that was post-test. The researcher finished the Universit class on that day. Universities The researcher and the collaborator observed the students' activities of teaching and learning process in the classroom. According to the observation ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi checklist in the third meeting, the researcher also run the activities based on the itas Universitas Brawijaya researcher did the whole activities based on the lesson plan and made the students Universi understood more by reviewing the explanation text. The classroom situation was Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya**

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rawijaya	Universit conducive while the students did the discussion with their groups. Based on the	tas Brawijay
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rawijaya rawijaya	4.1.4 Fourth Meening	tas Brawijaya tas Brawijaya
rawijaya rawijaya	Universitas Brawijaya Universitas BThe fourth meeting was done on Tuesday, June 21st, 2016 in 90 minutes. The sign of the sign	tas Brawijaya tas Brawijaya
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rawijaya Irawijaya	post-test has done in this meeting. There were 34 students attended the class. First,	tas Brawijaya tas Brawijaya
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rawijaya 	Universi explanation text. Then, the researcher gave a post-test consists of 20 multiples	
rawijaya Irawijaya	Universit choices questions and asked the students to finished it in 60 minutes individually.	tas Brawijaya tas Brawijaya
rawijaya	Universit After the students finished with their work, the students collected their work into	
rawijaya	Universitas Universit	tas Brawijaya
rawijaya	Universi the researcher's table, then the researcher gave them a questionnaire. The researchers	tas Brawijay
rawijaya	Universities B asked all of the students to fill the questionnaire. The last the researcher greeted the	tas Brawijay
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rawijaya	researcher only conducted post-test and asked the students to submit it. However,	
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Universitas Brawijaya Brawijaya Universitas Brawijaya Universitas Brawijaya ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas B The researcher interviewed the English teacher before conducting the classroom action research (see appendix 2). The interview was about the problems Universit during the teaching and learning reading comprehension faced by students, the sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University score, and teacher's technique to teach reading comprehension. The interview was Universit done on April 15th, 2016. Based on the interview, the researcher found that there sit as were some problems faced by the first year students in SMA Negeri 1 Tumpang; 1) most of students were difficult to find out the main idea of the text, 2) students were Universi still confused in comprehending the text by themselves. Based on the teacher's perspective, the problems were affected by some factors, such as students Universitknowledge and motivation in reading. According to the teacher, 65% students' reading comprehension achievement Universitivas under 75, while the success achievement indicator was 80% students can pass Universithe grade score. Based on teacher's explanation, to solve students' problem, the teacher taught reading comprehension by gave those many reading text and asked Universi them to read more, but it still not gave any change. According to the teacher, the improvement of students' reading comprehension achievement can be seen from their test score in answer the questions according to the text. Result of Post-Test

Only Post-Test

Universitas Brawijaya Universitas Brawijaya The researcher got the students' score of reading comprehension achievement Brawijaya Universit before teaching with small group discussion from the teacher in preliminary study,

Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya Universitas Brawijaya** University so the researcher only conducted the post-test. The purpose of this test was to know stars Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University students's score and to measure the result of students's reading comprehensions it as Brawijaya rawijaya Universitas Brawijaya rawijaya rawijaya rawijaya Universit consisted of twenty multiple choice questions and 5 points of each number with the sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** University right answer. Universitas Brawijaya Universitas Brawijaya Universitas B The percentage of students' reading comprehension achievement before the before Universit being taught with small group discussion according to the English teacher: Universitas Brawijaya Universit Preiminary = $\frac{f}{N}x100\%$ Universitas Brawijaya rawijaya Universitas Brawijaya rawijaya University Preliminary = $\frac{12}{34}x100\%$ Iniversitas Brawijaya rawijaya rawijaya Preliminary = 35%According to the criteria of success of this classroom action research, the Stas Brawijaya rawijaya rawijaya University researcher calculated the percentage of students who passed the post-test based on rawijaya Universitate formula below. rawijaya Universitas Brawijaya University $Post - test = \frac{J}{N}x100\%$ Universitas Brawijaya **Universitas Brawijaya** Universitäs Bra $Universit Post - test = \frac{28}{34}x100\%$ **Universitas Brawijaya** rawijaya Universi Post - test = 82%rawijaya According to the data above, the students who got the score above the grade Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universi score of reading comprehension before being taught with small group discussions as Brawijaya were 12 students. Therefore the percentage of students who passed the grade score rawijaya rawijaya Universitivas 35%. For the post-test, the students who got the score above the grade score Sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit were 28 students. As a result, the percentage of students who passed the grade scoresitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya

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rawijaya	Universit was 82%. It can be concluded that the collaborative classroom action rese	Universitas Brawijay
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rawijaya	Universit success because more than 80% students passed the grade score. The diagram	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya shows the percentage of students' test result between preliminary study supersitas Brawijaya	
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rawijaya	Universitas Brawin The questionnaire administered in the last meeting. The questionnaire	
rawijaya	University represented students' interest, students' motivation, and the questionn	Universitas Brawijay naire was
rawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universituseful to know students responses toward the implementation of small	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya discussion. The detail result of the questionnaire described below.	Universitas Brawijay
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rawijaya	Universities Based on the tables above, for the question number 1, was about	
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rawijaya	University interest in using small group discussion in reading comprehension, 71%	
rawijaya	answered A (very important), 29% students answered B (important), 0%	Universitas Brawijay students
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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya or the smartest one with the less. 41% students answered A (very agree), 41% ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi students answered B (agree), 18% students answered C (less agree), and 0% site students answered D (disagree). Almost all of the students answered very agree and University agree, so almost of them agreed if the teacher combine the member of small groups it as Braw Universitas Brawijaya Universit was about students' motivation in reading by using small group discussion. 59% Universitanswered A (very motivated), 35% answered B (motivated), 6% answered C (less site motivated), and 0% answered D (not motivated). It showed that small group discussion can motivate the students in reading. Question number 8 was about the University students' responses in learning English by using small group discussion. 59% sitas students answered A (very easy), 35% students answered B (easy), 6% students Universit answered C (ordinary), and 0% students answered D (there was no difference with other technique). It showed that almost all of the students agree that small group Universit discussion technique made the students easier in learning reading especially in Sitas English. Question number 9 was about the students' responses about small group discussion to help the students in understanding the topic. 62% students answered Universit A (very can), 38% students answered B (can), 0% students answered C (less can) Sitas B and D (cannot). From the percentages before, it showed that small group discussion can help the students to understand the topic of reading text. The last questions was sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitabout the students' opinion if the teacher accustom to use small group discussions it as technique in teaching reading comprehension. 56% students answered A (very important), 44% students answered B (important), 0% students answered C (less important), and D (unimportant), so it showed that all of the students agree if the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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rawijaya	Universitas B According to the students' responses from the result of questionnaire above,	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas I	Brawijay
rawijaya	Universithe researcher concluded that small group discussion technique were interesting and sitas I	Brawijay
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rawijaya 	Universiteasier in learning reading comprehension, especially in explanation text. Universitas	
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rawijaya	Universi finding the result of the research, the researcher concluded that there was a sites is	
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rawijaya	University significant improvement toward students' achievement in reading comprehension.	Brawijay
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Irawijaya Irawijaya	Universitas Universitate post-test, it could be seen that students' reading comprehension achievement	brawijay Brawijay
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rawijaya	Universitas B from twelve students became twenty eight students who got the score above the Universitas Bra	Brawijay
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rawijaya	Universitas Brawiik wijaya Universitas I	Brawijay
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rawijaya	Universities of reading comprehension through small group discussion technique. The	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas I	Brawijay
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rawijaya	Universitas B This chapter gives the discussion of research findings by correlat	ing somesitas	Brawijay
rawijaya	Universitas Brawijaya	Universitas	Brawijay
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rawijaya	Universit 5.1 B Students' Improvement in Reading Comprehension vawijaya	Universitas	
rawijaya	Universitas Braw According to students' result in post-test, there was an improvement	Universitas nt toward	Brawijay
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rawijaya	University students' achievement in reading comprehension by using small group d		
rawijaya rawijaya	Universite Universite technique. Students who got the score above the minimum grade score of	Universitas	
rawijaya Irawijaya			
rawijaya Brawijaya	University comprehension before being taught with small group discussion technique	e were 12	Brawijay
rawijaya Brawijaya	Universit students. It means that only 35% students could pass the minimum grade		_
rawijaya	Universit	niversitas	
rawijaya	mastering English lesson in SMA Negeri 1 Tumpang that was 75. While	from the	Brawijay
rawijaya	Universities of post-test or after the students being taught with small group d		
rawijaya	Universitas	Universitas	
rawijaya	Universitechnique, 82% students could answer the questions from reading text and		
rawijaya	Universitas B minimum grade score, so the students who got the score above the minim		
rawijaya	Universitas Bra	Universitas	Brawijay
rawijaya	Universi score were 28 students. It means that the students can understand and c	lerive thesitas	Brawijay
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rawijaya	Universi meaning of the text, so they can answer the questions correctly. In line		
rawijaya	reading will be success if the reader can comprehend the text well, as C	Brabe and	Brawijay
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rawijaya	Universi Stoler (2002:17) said that reading comprehension is an ability of understand	_	
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rawijaya	Universitas B From the discussion above, the researcher concluded that the students Brown	awijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bra	
rawijaya	University reading comprehension achievement was success, because more than 80% students sit as Branch and Students sit as Branch	awijay
rawijaya Irawijaya	Universitas Brawijaya	awijay awijay
rawijaya	Universi Tumpang. Besides that, according to the questionnaire given to the students, the state Brown and the students of the	
rawijaya	Universitas Brawijaya	
rawijaya	researcher found that small group discussion technique worked well in improving	awijay
rawijaya		
rawijaya	University students, reading comprehension achievement, because by using small groups that Brauliava Universities Brauliava Universities Brauliava	awiiav
rawijaya	Universit discussion technique, students were free to talk, discuss, give their opinion and sit as Bra	
rawijaya	Universitas Brawi	
rawijaya	ideas, and share their knowledge with their friends. It is in line with what Brewer	awijay
rawijaya	Universit(1997:27) had said that group discussion help the students participate freely and state Brown	awijay
rawijaya	Universitas Br	
rawijaya	Universit actively. Besides, by using small group discussion technique, it is a good way to get sit as Branch actively.	awijay
rawijaya	University students interested in topic, made the students more cooperative and student more	awijay
rawijaya	Universit S iniversitas Brown	awijay
rawijaya	Universiteasily understand another students' explanation. It is supported by the result of the Sitas Brown	
rawijaya	University observation and field note which had been done. It happened because small group Britas Britan Br	
rawijaya		awijay
rawijaya	Universit discussion technique made the classroom atmosphere became fun which let the sites Brown	
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Irawijaya		
rawijaya	Universitas Branch Based on the data above, it can be concluded that small group discussion	awijay
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rawijaya Irawijaya	University the explanation text. It showed that learning reading comprehension by using small sites Brown	awijay awiiav
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rawijaya	Universitas BraThis collaborative classroom action research which deal with improving the sitas Brawij	ay
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rawijaya	Universit first year students' reading comprehension achievement through small group translations are students' reading comprehension achievement through small group translations are students' reading comprehension achievement through small group translations are students' reading comprehension achievement through small group translations are students' reading comprehension achievement through small group translations are students' reading comprehension achievement through small group translations are students' reading comprehension achievement through small group translations are students' reading comprehension achievement through small group translations are students.	ay
rawijaya	Universit discussion technique at SMA Negeri 1 Tumpang can be finally concluded in this Brawij	ay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawija	ay
rawijaya	Universi chapter. Some practical suggestions are also recommended in this chapter, so that sitas Brawija	
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rawijaya	Universit first year students of SMAN 1 Tumpang, and further researcher. Universitas Brawija	
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rawijaya Irawijaya	Universit The present research was conducted to find out whether the small groupsitas Brawija	
	Universita Iniversitas Brawii	
rawijaya	discussion technique can improve students' achievement in reading comprehension.	
rawijaya	Universit The first year students of SMA Negeri 1 Tumpang was selected by conducting a situal Brawij	
rawijaya	Universitas Universitas Universitas Brawija	
rawijaya	Universi preliminary study. Based on the study, it showed that the students faced some stras Brawij	
rawijaya		
rawijaya	Universitas Brawija problems in their reading comprehension, so the researcher decided to used small Universitas Brawija Universitas Brawija	ay
rawijaya	University group discussion technique to solve the problems that faced by the students insitas Brawij	ay
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rawijaya	Universit reading comprehension. The result of the research showed that small group sitas Brawij	
rawijaya	Universit à Brawija discussion technique can improve students' reading comprehension achievement	ay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawija	ay
rawijaya	Universitespecially i in a explanation a text. a The y improvement asofr students' reading sit as Brawij	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawija comprehension achievement could be seen from preliminary study and post-test. In Universitas Brawija	ay
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rawijaya	passed the grade score was 35%, while the percentage of reading compa	rehension	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universi post-test was 82%. It means that the percentage of post-test reached the	minimumsitas	Brawijay
rawijaya	percentage of passing grade that was 80% of the students can reach 75.	Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universitas The conclusion could also be drawn that small group discussion techn	nique wassitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universit also able to improve and maintain the students' motivation, interest, and ex	njoyment	Brawijay
rawijaya	Universitin learning English as it was shown by the result of observation. The	result of	Brawijay
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	Universi questionnaire also indicated that a good finding of term students' response		
3 3	Universitas Braw' Vijaya Universitas Braw' Vijaya Universitas Braw' Vijaya Vija	Universitas	
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3 - 3	Universi Universi Based on the conclusion that has been discussed before, the research	ner would niversitas	Brawijay
	Universitlike to give some suggestions as follow:	hiversitas	
	Universit	niversitas	
	For the English teachers, it is suggested to use small group discussion to	tachniqua	Brawijay
	Universitas one alternative of good technique in teaching reading comprehension si		
	Universitas	Universitas	
rawijaya	Universit build up students' interest, participation, and motivation in reading compre	ehension.	Brawijay
rawijaya	Universities B. In teaching and learning process, the most important single factor is the teat Universities Branch and Indiana.	Universitas	Brawijay
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rawijaya	Universi has to promote friendly and fun classroom situation. The teacher should be	sensitives tas	Brawijay
rawijaya	Universities Brawija wijaya	Universitas	Brawijay
	Universitin creating, selecting, and organizing the teaching aids and manipulating t		
rawijaya 	Universities Brawijaya class activities, simulating, and maintaining the intere	st of the	Brawijay
	Universi students, it can help the teacher in teaching reading comprehension		
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya components such as finding word meaning, important information, and n	nain idea.	Brawijay
	Universit It is benefiting for the students' ability in reading comprehension as well as Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	
	Universitand increase their achievement in reading. Universitas Brawijaya	Universitas	
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rawijaya	Universit	with a new way, that is small group discussion.	hiversitas Brawijay
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rawijaya	Universita	There will be some activities that we will do with	niversitas Brawijay
rawijaya	Universitas	small group discussion; 1) answer the questions	Universitas Brawijay
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rawijaya	Universitas L	according to the text that I will give to you, 2)	Universitas Brawijay
rawijaya	Universitas Bl		Universitas Brawijay
rawijaya	Universitas Bra	find main idea of the text, and 3) find the generic	Universitas Brawijay
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rawijaya	Universitas Brawijaya	discussion. One group consist of 3-4 students."	Universitas Brawijay
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Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Univ67sitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya yang ada pada students' handout 1. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya "Please discus the text and the questions, then rawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya answer the questions in your handout based on rawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijaya rawijaya Universitas Brawijaya the text, correctly. Write it in the answer sheet." Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya • Siswa menjawab pertanyaan terkait tentang text rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya yang diberikan oleh guru di lembar jawaban, Universitas Brawijaya Universitas Brawijaya secara berdiskusi. (students' handout 1, page 53) Universitas Brawijay Universitas Brawijaya **Universitas Braw** Universitas Brawijaya Mengasosiasikan (Association) Universitas Br Universitas Brawijaya rawijaya rawijaya Universitas Universitas Brawijaya Guru meminta siswa untuk mencari generic Universit structure dan pokok pikiran yang ada pada teks hiversitas Brawijaya hiversitas Brawijaya yang diberikan. (students' handout 1, page 53) hiversitas Brawijaya rawijaya hiversitas Brawijaya "If you finish answering the questions of the text, rawijaya Iniversit<mark>as Brawijaya</mark> please find the generic structure of the text and rawijaya Universit **Universita** Universit find the main idea of each paragraph. We will Universitas¹ Universitas Brawijaya discuss it in the end of the class." Universitas Universitas Brawijaya Universitas Brawijaya Universitas Bl Siswa berdiskusi mencari pokok pikiran dan Universitas Brawijaya Universitas Bra **Universitas Braw** Universitas Brawijaya explanation yang struktur teks pada teks **Universitas Brawija Universitas Brawijaya** diberikan oleh guru. (students' handout 1, page Universitas Brawijay Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Mengkomunikasikan (Communicating) rawijaya rawijaya Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya • Guru mengarahkan siswa untuk membahas hasil Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya nive dengan meminta Universitas Brawijaya niversitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya perwakilan masing-masing kelompok menjawab Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijava Universitas Brawijava Universitas Brawijaya Brawijaya

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rawijaya	Universitas Brawijaya	"Who can answer the question number 2,3,?"	Universitas Brawijay
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rawijaya	Universitas Brawijaya	so, what is the main idea of the text? Of the text	Universitas Brawijay
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rawijaya	Universitas Br	"Now, what about the generic structure of the	Universitas Brawijay
rawijaya	Universitas	text? Which part is general statement? Which	Universitas Brawijay
rawijaya	Universita		Universitas Brawijay
rawijaya	Universi	part is series of statements?"	niversitas Brawijay
rawijaya	Universi	"And is there any conclusion in text? If yes,	niversitas Brawijay
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rawijaya	University Keglatan Awai	Guru mengucapkan salam pada siswa	Universitas Brawijay
rawijaya	Universi (Pendahuluan)	"Good Morning, students."	niversitas Brawijay
rawijaya	Universi		niversitas Brawijay
rawijaya	Universit	"How are you?"	hiversitas Brawijay
rawijaya	Universit	Siswa menjawab salam guru	hiversitas Brawijay
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rawijaya	Universita	"Good morning, Miss."	Dniversitas Brawijay
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rawijaya	Universitas L	Guru memeriksa kehadiran siswa	Universitas Brawijay
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rawijaya	Universitas Braw	Guru menjelaskan dan menyebutkan kegiatan apa	Universitas Brawijay
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rawijaya	Universitas Brawijay	saja yang akan dilakukan dengan small group	Universitas Brawijay
rawijaya	Universitas Brawijaya	Universitäs Brawijaya Uni discussion selama jam pelajaran. Las Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya		Universitas Brawijay
rawijaya	Universitas Brawijaya	"Today, we will continue what have we learned	Universitas Brawijay
rawijaya	Universitas Brawijaya		Universitas Brawijay
rawijaya	Universitas Brawijaya	Un yesterday, that is explanation text. There will be	Universitas Brawijay
rawijaya	Universitas Brawijaya	Universitas Brawijaya Universitas Brawijaya some activities that we will do with small group	Universitas Brawijay
rawijaya	Universitas Brawijaya		Universitas Brawijay
rawijaya	Universitas Brawijaya	discussion like yesterday; 1) review about	Universitas Brawijay
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rawijaya	Universitas Brawijaya	explanation text, 2) discuss the main idea of the Universities Brawniaya	Universitas Brawijay
rawijaya	Universitas Brawijaya	Unitext, 3) find the generic structure of the text, and	Universitas Brawijay
rawijaya	Universitas Brawijaya	Universitas Brawijava Universitas Brawijava	Universitas Brawijay
rawijaya	Universitas Brawijaya	4) arranged the jumble paragraph into a good	Universitas Brawijay
rawijaya	Universitas Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
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rawijaya	Universitas Brawijaya	Siswa berkumpul bersama dengan kelompok	Universitas Brawijay
rawijaya	Universitas Brawijay	seperti pada pertemuan sebelumnya. **awijaya	Universitas Brawijay
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rawijaya	Universi	pertemuan sebelumnya.	niversitas Brawijay
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rawijaya	Universit	dikerjakan secara kelompok. (students' handout	hiversitas Brawijay
rawijaya	Universit	dikerjakan secara kelompok. (students mandout	niversitas Brawijay
rawijaya	Universita	3, page 57)	Iniversitas Brawijay
rawijaya	Universitas		Universitas Brawijay
rawijaya	Universitas	Menanyakan (Questioning)	Universitas Brawijay
rawijaya	Universitas L	Guru memandu siswa untuk menanyakan tentang	Universitas Brawijay
rawijaya	Universitas Bl	Li Sall Walla	Universitas Brawijay
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rawijaya	Universitas Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
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rawijaya Universitas Brawijay		Universitas Brawijay
rawijaya Universitas Brawijay	diberikan oleh guru pada pertemuan sebelumnya	Universitas Brawijay
rawijaya Universitas Brawijay		Universitas Brawijay
rawijaya Universitas Brawijay	(Students named at 3, page 37)	Universitas Brawijay
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rawijaya Universitas Brawijay		Universitas Brawijay
rawijaya Universitas Brawijay	menyampaikan nasii diskusinya tentang	Universitas Brawijay
rawijaya Universitas Brawijay	pekerjaan rumah. **awijaya	Universitas Brawijay
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rawijaya Universita	(students' handout 4, page 58)	Iniversitas Brawijay
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rawijaya Universitas Bra	tersebut menjadi satu explanation text yang	Universitas Brawijay
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rawijaya	Universitas	"Today was will continue what have we learned	Universitas Brawijaya
rawijaya	Universitas	"Today, we will continue what have we learned	Universitas Brawijaya
rawijaya	Universitas L	yesterday, that is explanation text. There will be	Universitas Brawijaya
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rawijaya	Universitas Bra	some activities that we will do with small group	Universitas Brawijaya
rawijaya	Universitas Braw	discussion like yesterday; read an explanation	Universitas Brawijaya
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rawijaya	Universitas Brawijaya Kagistan Inti	Mongamati (Observing)	Universitas Brawijaya
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rawijaya	Universitas Brawijaya	Siswa berkumpul bersama dengan kelompok	Universitas Brawijaya
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rawijaya	Universitas Brawijaya	Universitas Brawijaya Universitas Brawijaya • Siswa bersama guru mereview tentang	Universitas Brawijaya
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	yang telah didiskusikan.	Universitas Brawijay
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l –		Universitas Brawijay
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	"We can make a conclusion that explanation text	Universitas Brawijay
Universitas	R. T.	Universitas Brawijay
	is to	Universitas Brawijay
	Guru memberikan apresiasi terhadap siswa	niversitas Brawijay
		niversitas Brawijay
	karena telah mampu mengerjakan tugas,	hiversitas Brawijay
Universit	membantu teman, bekeriasama dalam kelomnok	hiversitas Brawijay
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The second secon	dan menjaga hubungan yang harmonis antar	Iniversitas Brawijay
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Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Univ85sitas Brawijaya Universitas Brawijaya Universita Brawijaya Universitas Brawijaya rawijaya This text is used as a students' homework. So, the teacher should give this text rawijaya Universitand the questions also in the end of the class in the first meeting. Don't forget to sitas Brawijava rawijaya rawijaya Universitask the students to do this homework in small group discussion that has been sit as Brawijaya Universit formed before. This homework will be discussed in the next meeting. Universitas P rawijaya **Universitas Brawijaya** ersitas Brawijaya Universit HOMEWORK Universitas Br Have you ever wondered how people get chocolate from? In this article wesitas Brawijaya Universit will enter the amazing world of chocolate do you can understand exactly what sites Brawijaya Universityou're eating. Universitas Brawijaya Chocolate starts with a tree called the cacao tree. This tree grows in equatorial regions, especially in places such as South America, Africa, and Indonesia. The cacao tree produces a fruit about the size of a small pine apple. Inside the fruit are the tree's seeds, also known as cocoa beans. rawijaya The beans are fermented for about a week, dried in the sun and then rawijaya shipped to the chocolate maker. The chocolate maker starts by roasting the beans to bring out the flavour. Different beans from different places have different Brawijaya rawijaya qualities and flavour, so they are often sorted and blended to produce a distinctive Brawijaya rawijaya University places have mix. Next, the roasted beans are winnowed. Winnowing removes the Sitas Brawijaya rawijaya University meat nib of the cacao bean from its shell. Then, the nibs are blended. The blendedsitas Brawijaya Universitable are ground to make it a liquid. The liquid is called chocolate liquor. It tastessitas Brawijaya rawijaya Universi bitter. All seeds contain some amount of fat, and cacao beans are not different. Sit as Brawijaya Universit However, cacao beans are half fat, which is why the ground nibs from liquid. It's sitas Brawijaya Universi pure bitter chocolate. Source: http://englishahkam.blogspot.co.id/2013/04/ Universit Answer the questions below based on the text, correctly. ... awijaya Universitas 1. Find the generic structure of explanation text in that paragraph. 2. Find the main idea of each paragraph. **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya

Universitas Brawijaya Univ86sitas Brawijaya Universitas Brawijaya This explanation text should be printed, and the teacher cut each of paragraph so it rawijaya Universit will be a jumble text. The teacher should give this text to the students in a jumble sitas Brawijava rawijaya Universit condition. Don't forget to give the following questions also. So in this handout, sitas Brawijaya the students are asked to arrange the jumble paragraph into a good arrangement of Stas Brawijaya rawijaya an explanation text, then ask the students to answer the questions in a small group discussion also. Universitas Brawijava Universities 1.7 The sense of taste is one of a person's five senses. We taste with the helpsitas Brawijaya of taste-buds in the tongue. There are four main kinds of taste: sweet, sour, sitas Brawijaya salty, and bitter. All the tastes are just mixtures of two or more of these sitas Brawijaya main types. The surface of the tongue has more than fifteen thousand taste-buds (orsitas Brawijaya cells). These are connected to the brain by special nerves which send the rawijaya so-called `tastes messages. When the tongue comes into contact with food of any kind, the taste-buds will pick up the taste. The nerves then send a rawijaya message to the brain. This will make us aware of the taste. All this happens in just a few second. rawijaya There are four kinds of taste-buds, each of which is sensitive to only a particular taste. There four groups are located in different parts of the Brawijaya **Universitas** tongue. The taste-bud for salty and sweet tastes are found round the tip of sitas Brawijaya rawijaya the tongue and along its sides. Sour tastes can be picked up only at the Sitas Brawijaya sides of the tongue. The taste-buds of the bitter taste are found at the sitas Brawijaya Universitas Brannermost edge of the tongue. There are taste-buds at the centre of thesitas Brawijaya Universitas Bratongue. The senses of smell and sight can affect taste. The good smell of foods tas Brawijaya Universitas Brancreases its taste. Similarly, attractive colours can make food appearsitas Brawijaya tastier and more delicious. If food does not smell good or is dull coloured, sitas Brawijaya it will look tasty and may not taste good at all. Very hot or cold sensations can make the taste-buds insensitive. Food that is too hot or too cold, when placed in the mouth, will have no tastes at all. rawijaya Source: http://englishahkam.blogspot.co.id/2012/10/ UniversitSTEPS TO DO THIS WORK:s Brawijava Universitas Brawijava Universitas Brawijaya rawijaya Universitas → Find the generic structure of explanation text in that paragraph. Universitas Brawijaya Universitas Brawijaya rawijaya

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rawijaya	Have you ever wondered how people get chocolate from? In this article we	
rawijaya	will enter the amazing world of chocolate do you can understand exactly what	Brawijay
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rawijaya	Chocolate starts with a tree called the cacao tree. This tree grows in Universit equatorial regions, especially in places such as South America, Africa, and Sitas	Brawijay
rawijaya	Universi Indonesia. The cacao tree produces a fruit about the size of a small pine apple.	
rawijaya	Universit Inside the fruit are the tree's seeds, also known as cocoa beans.	
rawijaya	Universities The beans are fermented for about a week, dried in the sun and then shippedsities	
rawijaya	University to the chocolate maker. The chocolate maker starts by roasting the beans to bring sitas	
rawijaya	University out the flavour. Different beans from different places have different qualities and the same of the sam	Brawijav
rawijaya	flavour, so they are often sorted and blended to produce a distinctive places have	Rrawijay
rawijaya	mix. Next, the roasted beans are winnowed. Winnowing removes the meat nib of	Brawijay
rawijaya	the cacao bean from its shell. Then, the nibs are blended. The blended nibs are	Brawijay
rawijaya	ground to make it a liquid. The liquid is called chocolate liquor. It tastes bitter. All	Dunillan
rawijaya	seeds contain some amount of fat, and cacao beans are not different. However,	Brawijay
rawijaya	cacao beans are half fat, which is why the ground nibs from liquid. It's pure bitter	Brawijay
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rawijaya	University and choose the correct answer according to the text.	Universitas Brawija
rawijaya	Universitas Brahuman body is made up of countless millions of cells. Food is r	
rawijaya	Universit build up new cells and replace the worn out cells. However, the food that	
rawijaya	University must be changed into substances that can be carried in the blood to the place.	
rawijaya		Universitas Brawija
rawijaya	Universitas BraThe first digestive process takes place in the mouth. The food	we eat iscitae Rrawija
rawijaya	broken up into small pieces by the action of teeth, mixed with saliva, a juice	e secreted Brawija
rawijaya	by glands in the mouth. Saliva contain digestive juices which moisten the	
rawijaya	it can be swallowed easily.	Universitas Brawijas
rawijaya	From the mouth, food passes through the esophagus (the food pass	sage) into
rawijaya	stomach. Here, the food is mixed with juices secreted by the cells in sto	Universitas Krawiiai
rawijaya	several hours. Then the food enters the small intestine. All time the muscu	ılar walls Liversitas Brawijay
rawijaya	of the intestine are squeezing, mixing and moving the onwards. Universi	niversitas Brawija
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rawijaya 	The following text is to answer the question	ns number 15 to 18.	Universitas Brawijay
rawijaya	Universitas Weather is the physical condition of	the atmosphere at a particula	r time. It sitas Brawijay
rawijaya	includes temperature, air pressure, and water	content.	Iniversitas Brawijay
rawijaya 	Universi Weather produced when air moves fr		
rawijaya 	Universi known as wind. Winds are caused by warm	1 80/// /	
rawijaya	Universi replace it. Warm air is usually less dense that		
rawijaya	Universi pressure. Cool air is denser and creates high a	17 100 0	hiversitas Brawijay
	Universit Usually we have fine weather when have clouds, rain or snow when air pressure of		
rawijaya	Source:http://megahannilyeverafter.hlogspot.co.id/201	лорs. 4/12/exercise-explanation-text.ht;	Iniversitas Brawijay
rawijaya		(3)	
rawijaya	Universities. ", it creates low air pressure."	NET.	Universitas Brawijay
rawijaya	The underline word is refer to		Universitas Brawijay
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rawijaya	Universitas brawarm air	aya	Universitas Brawijay
rawijaya	Universitas CraCool air	J ijaya	Universitas Brawijay
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rawijaya	Universitas eraWind	rawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Drawijaya		Universitas Brawijay
rawijaya	Universit 16. When do we find wood weather? wijaya		Universitas Brawijay
rawijaya	a. When air moves from place to place	Universitas Brawijaya	Universitas Brawijay
rawijaya	Universities b. When there is moving air will available to the warm air is less dense than coo	Universitas Brawijaya	Universitas Brawijay
rawijaya	c. When warm air is less dense than coo	Universitas Brawijaya	Universitas Brawijay
rawijaya	d. When air pressure drops e. When the air pressure is high	Universitas Brawijaya	Universitas Brawijay
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rawijaya	a. A physical condition of the atmosphere at a particular time is called	d weather sitas Brawija Universitas Brawija
	Universities b. Ai movement from place to place causes weather S Brawijaya	
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rawijaya	Universitias Br. Crowded	Universitas Brawija
rawijaya	oniversitus.	Universitas Brawija
rawijaya	Universit19. Arrange the following sentences into a good paragraph.	Universitas Brawija
rawijaya	1. They crawl and eat bits of the leaf.	niversitas Brawija
rawijaya	Universi 2. When it is about 15 weeks old, the female butterfly finds a place to	
rawijaya	Universit eggs and the life cycle begins again.	hiversitas Brawija
rawijaya	Universit 3. Inside this hard cover, it develops into its final shape.	hiversitas Brawija
	Universit 4. As the caterpillar grows it loses one skin after two weeks and ano	
rawijaya	Universita Universita 5. The life of butterfly begins when the mother butterfly lays her eggs	Universitas Brawija
rawijaya	Universities 5. The fire of butterfly begins when the mother butterfly rays her eggs Universities 7. After four weeks, the butterfly comes out of the cocoon and flies a	Way
rawijaya	Universities 6. After four weeks, the butterfly comes out of the cocoon and flies at 7. After four days, the eggs hatch and outcome a lot of caterpillars.	/ Universitas Brawija
rawijaya	8. When it is seven weeks old, it has eaten enough and the caterpillar	Universitas Brawija r grows a
rawijaya	Universitas Bi special cover for itself, called a cocoon.	
rawijaya	Universitas Bra Aya	Universitas Brawija
rawijaya	Universitas Bran 5-7-1-4-8-3-6-2	Universitas Brawija
rawijaya	Universitas Brabvi 5-8-6-1-4-3-7-2 wijaya	Universitas Brawija
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawija
rawijaya	Universi 20. Arrange the following sentences to make a good paragraph. Wijaya	Universitas Brawija
rawijaya	1. Nature's recycling program for water is called the water cycle.	Universitas Brawija
rawijaya	2. Rain or snow eventually finds their way back to the ocean. 3. Water falls from the air as rain or snow.	Universitas Brawija
rawijaya	3. Water falls from the air as rain or snow. 4. Water goes from the ocean, lakes, and rivers into the air	Universitas Brawija
rawijaya	4. Water goes from the ocean, lakes, and rivers into the air. 5. One of the things nature recycles is water.	Universitas Brawija
rawijaya	5. One of the things nature recycles is water. Universitas Brawijaya Universitas Brawijaya	Universitas Brawija
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	niversitas Brawijaya	Pre- • Teacher greets the students.	Universitas Brawijay
	niversitas Brawi	Activity • Students greet the teacher.	Universitas Brawijay
3 3	niversitas Braw	Teacher ask the students to pray, then check the	Universitas Brawijay
	niversitas	students' attendant list.	Universitas Brawijay
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	niversi	Teacher explain to the students what the topic	niversitas Brawijay
3 3	niversi	that will be learned today.	niversitas Brawijay
	niversi	Teacher explain and mention the activity in the	hiversitas Brawijay
	niversit	class with small group discussion.	hiversitas Brawijay
	niversit	While Observing	niversitas Brawijay
	niversita	Activity • Students divided into some small group	Iniversitas Brawijay
3 3	niversitas	discussion, one group consists of 3 until 4	Universitas Brawijay
	niversitas	students.	Universitas Brawijay
3 3	niversitas L		Universitas Brawijay
2 2	niversitas B	Teacher stimulate the students about kinds of text	Universitas Brawijay
3 - 3	niversitas Bra	and guide the students with some questions	Universitas Brawijay
	niversitas Braw	related to explanation text.	Universitas Brawijay
	niversitas Brawija	Every small group discussions get a sheet of William	Universitas Brawijay
	niversitas Brawijay	explanation text given by the teacher.	Universitas Brawijay
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawija The text below is to answer the questions number 11 to 14. Read the	ya Universitas Brawijay
rawijaya	Universities Brawijayacarefully and choose the correct answer according to the text. Brawija	•
rawijaya	build up new cells and replace the worn out cells. However, the food that we	take Olliva Sitas Brawijay
rawijaya	Universities Brawijayamust be changed into substances that can be carried in the blood to the places when they are needed. This process is called digestion.	
rawijaya 	The first digestive process takes place in the mouth. The food we ex	
rawijaya	Universities Brawijay broken up into small pieces by the action of teeth, mixed with saliva, a juice second by glands in the mouth. Saliva contain digestive juices which moisten the food	I sn
rawijaya	Universitias Brawijay it can be swallowed easily.	ya Universitas Brawijay
rawijaya	From the mouth, food passes through the esophagus (the food passage) stomach. Here, the food is mixed with juices secreted by the cells in stomach	ya omiya sitas brawijay
rawijaya 	Universities Br several hours. Then the food enters the small intestine. All time the muscular w	Universitas Brawijay
rawijaya	Universities of the intestine are squeezing, mixing and moving the onwards.	Universitas Brawijay
rawijaya	In a few hours, the food changes into acids. These are soon absorbed by villi (microscopic branch projections from the intestine walls) and passed into	the other
rawijaya	Universi bloodstream.	niversitas Brawijay
rawijaya	Universi 11. What is "digestion" mean?	niversitas Brawijay
rawijaya	a. The process of replacing worn out cells The process of changing food into substances that can be carried in	niversitas Brawijay
rawijaya	blood	niversitas Brawijay
rawijaya	c. The process of building up new cells d. The process of taking food into our mouth	niversitas Brawijay
rawijaya	Universita e. The process of providing energy	Iniversitas Brawijay
rawijaya	Universita: 12. What is the first digestive juices?	Universitas Brawijay
rawijaya	Universitas a. Esophagus	Universitas Brawijay
rawijaya	Universitas L b. Glands Saliva	Universitas Brawijay
rawijaya	Universitas B. Enzymes e. Intestine	a Universitas Brawijay
rawijaya	Universitas Bra	ya Unive <mark>rsitas Brawija</mark> y
rawijaya	Universitas Braw 13. "These are soon absorbed by the villi" (paragraph 4) The underline word refers to	
rawijaya	Universitas Brawija a. Juices wija	
rawijaya	Universitas Brawijay b. Cells c. Foodstuff	·
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Trawijaya Universitas Brawijaya Universitas									
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Weather is the physical condition of the atmosphere at a particular time. It in liver sittas Brawij ava universitas Brawijava Universitas Brawijav									
Wather produced when air moves from place to place. This moving air is Universit as Brawijaya Universit as Brawijaya Universi		I .	Diawija	Weather i	the physical condition	n of the atmosphere a		t	
rawijaya Universitas Brawijaya Universitas B				includes temperar Weather r	ure, air pressure, and v	water content.	Uaya ce This moving air i	Universitas	Brawijay
pessure. Cool air is denser and creates high air pressure. Iniversitas Brawijaya Universitas Brawijaya Univer			k	known as wind.	winds are caused by	warm air rising and	cooler air moving u	0	
Universitas Brawijaya Universitas Universitas Universitas Brawijaya Universitas Brawijay							fore, it creates low ai		
rawijaya Universita Brawijaya				Usually w	e have fine weather v	when the air pressure	is high, and we wil	11	
The underline word is refer to a. Weather years wijaya Universita Brawijaya Universita B			h	have clouds, rain	or snow when air pres	sure drops.	7,		
a. Weather warmijaya Universitas Brawijaya U			1	6.00	All Transferred Lines and Company of the Company of	1			
rawijaya Universitas Brawijaya Universitas B					word is refer to				
universitas Brawijaya				/	WAY L				
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rawijaya Universitas Brawijaya Universitas				16. When do we	ind wood weather?	53	- //		
c. When warm air is less dense than cool air duniversitas Brawijaya Universitas Brawijay				61 12	5	place	//		
rawijaya Universitas Brawijaya Universitas B				c. When wa	rm air is less dense tha	n cool air	///		
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rawijaya Universitas Brawijaya Universitas B				/ men die	- productioning		aya		
a. A physical condition of the atmosphere at a particular time is called windrawijaya Universitas Brawijaya Un				7. The statement	s are true, except				
rawijaya Universitas Brawijaya Universitas B			Brawija	a. A physica	l condition of the atmo			Universitas	Brawijay
rawijaya Universitas Brawijaya Universitas B				c. The movi	ng air is called wind				
rawijaya Universitas Brawijaya Universitas B				d. Warm air	is usually denser than	cool air ersitas	Brawijaya		
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rawijaya	Universitas Brawija		Warm air is usually less dense t			Universitas	
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rawijaya	Universitas Brawija		Arrange the following sentences They crawl and eat bits of the	loof			B
rawijaya Irawijaya	Universitas Braw	2.	When it is about 15 weeks old	, the female butterfly	y finds a place to	lay her	Brawijay
rawijaya	Universitas	3	Incide this hard seven it devel	one into its final abou		Universites	Drowiiov
rawijaya	Universita	4.	As the caterpillar grows it los	es one skin after two	weeks and anoth	er after	Brawijay
rawijaya	Universit	5	five weeks. The life of butterfly begins wh				
rawijaya	Universi	6.	After four weeks, the butterfly	comes out of the coo	coon and flies awa		
rawijaya	Universit	7. 8.	After four days, the eggs hatch When it is seven weeks old, it	and outcome a lot o	f caterpillars.		
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	Universit		a. 5-7-1-4-8-3-6-2			niversitas	
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rawijaya	Universitas L	20. A	arrange the following sentences	o make a good nargo	eraph.	Universitas	
rawijaya	Universitas B	1.	Nature's recycling program for	r water is called the v	water cycle.	Universitas	
rawijaya	Universitas Bra	2.			ocean.	Universitas	
rawijaya	Universitas Braw	4.	Water goes from the ocean, lake	es, and rivers into th	e air.	Universitas	
rawijaya	Universitas Brawija	5. 6.			wijaya	Universitas	
rawijaya	Universitas Brawija	7	Maybe you recycle cans, glass		rawijaya	Universitas	
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	b. How to produce the cocoa flavour L. Where the chocolate comes from niversitas Brawijava	Universitas Brawijay
	The chocolate liquor	Universitas Brawijay
	e. The cacao fruit	Universitas Brawijay
	3. ", so they are often sorted and blended to produce" (paragraph 3)	Universitas Brawijay
	The underlined word is close in meaning to	Universitas Brawijay
	b. Combined	Universitas Brawijay
	g. Separated	Universitas Brawijay
	e. Organized	Universitas Brawijay
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	4. What is the chocolate liquor taste?	niversitas Brawijay
	a. Sweet b. Salty	niversitas Brawijay
	e. Bitter	niversitas Brawijay
	d. Sour e. Flavourless	niversitas Brawijay
		Jniversitas Brawijay
	The beans are termented for about Three weeks	Universitas Brawijay
	b. One week	Universitas Brawijay
	V52// 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	Universitas Brawijay
	c. One month	Universitas Brawijay
		Universites Drawiiev
	Answer the questions number 6 to 10 according to the text below. Rea	d the Universitas Brawijav
		Universitas Brawijay
	A kite is an object which is made from a light material stretched	overativersitas Brawijay
	into the wind.	Universitas Brawijay
	A kite is uses wind to make it fly because it is heavier than air. When	wind www.presitas Brawijay
	the air goes over the kite while the second stream goes under the kite.	Universitas Brawijay
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rawijaya	Universitas Brawijaya	Universitas Brawijava Universitas Brawijava	Universitas Brawijay
rawijaya	Universitas Brawijaya	The upper stream above the kite. The lower stream hits the kite at a shallow	Universitas Brawijay
rawijaya	Universitas Brawijaya	The high pressure area has a pushing effect while the low pressure area has	Universites Promiley
rawijaya	Universitas Brawijaya	a pulling effect. The combination of push and pull can creates chough force to inte	Universitas Brawijay
rawijaya	Universitas Brawijaya	Vites have been known for thousands of years. They are used for military	Universitas Brawijay
rawijaya	Universitas Brawijaya	as Brawijava	Universitas Brawijay
rawijaya	Universitas Brawijay	What media which use by kite to fly? a. Air	Universitas Brawijay
rawijaya	Universitas Braw	b. Water c. Ground AS B ijaya	Universitas Brawijay
rawijaya	Universitas Br	d. Light	Universitas Brawijay
rawijaya	Universitas /	e. Wind	Universitas Brawijay
rawijaya	Universita	7. How many stream of air if we want the kite flying? a. Two	Universitas Brawijay
rawijaya	Universi	b. One c. Four	niversitas Brawijay
rawijaya	Universi	d. Three e. There is no stream	niversitas Brawijay
rawijaya	Universit		hiversitas Brawijay
rawijaya	Universit	 The first Word of "it" at the first line of paragraph two is refer to a. Wind 	niversitas Brawijay
rawijaya	Universit	b. Air c. Kite	niversitas Brawijay
rawijaya	Universita	d. Frame e. Fly	Iniversitas Brawijay
rawijaya	Universitas		Universitas Brawijay
rawijaya	Universitas	9. What is the function of the upper stream? a. hits the kite at a shallow angle [Universitas Brawijay
rawijaya	Universitas L	b. creates an area of high pressure c. creates an area of middle pressure	Universitas Brawijay
rawijaya	Universitas Bl	d. creates an area of low pressure e. give space for kite to fly	Universitas Brawijay
rawijaya	Universitas Bra	aya	Universitas Brawijay
rawijaya	Universitas Braw	10. Based on the text, what is the function of kite at past? a. Used for competition	Universitas Brawijay
rawijaya	Universitas Brawija	b. Used for military c. Used for sent message	Universitas Brawijay
rawijaya	Universitas Brawijay	d. Used for sent money awijaya	Universitas Brawijay
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	Universitas B		carefully and choose Human body i	s made up of coun	tless millions of cel	ext. ls. Food is needed to		
	Universitas B	HOWITON	build up new cells and	replace the worn	out cells. However,	the food that we take	Universites	
	Universitas B		nust be changed into s hey are needed. This			-	Universitas	
	Universitas B	nawijaya		stive process takes	place in the mouth	. The food we eat is		
	Universitas B	rawijay 1	by glands in the mout	h. Saliva contain di	gestive juices which	moisten the food, so	Universitas	Brawijay
	Universitas B	1	t can de swanowed ea	SHy.		the food passage) into		
	Universitas B) r = s	stomach. Here, the fo	od is mixed with j	uices secreted by the	cells in stomach for	Universitas	Brawiiav
	Universitas I	S	several hours. Then the	e 100a enters the si	nan intestine. An un	ne the muscular wans	Universitas	
	Universita :		AYA.			soon absorbed by the	I lada a lada a	
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	Universitas	1	2. What is the first di	gestive juices?	THE P		Universitas	
	Universitas L		a. Esophagus b. Glands		Thus a		Universitas	
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I	14. The	first digestive take place in	a Universitas a Universitas			
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	ij ci	Weather is the physical condit	tion of the atmosphere	at a particular time. I	Į.	
	includes	s temperature, air pressure, and Weather produced when air m	d water content.	ce. This moving air i	Universitas	Brawijay
	known	as wind. Winds are caused b	v warm air rising and	cooler air moving to	,	
				fore, it creates low ai		
47/		Usually we have fine weather	r when the air pressure	is high, and we wil	.1	
	have clo	ouds, rain or snow when air pr	essure drops.	7,		
			2 14			
	þ.	Warm air				
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	a.	11 154 11 11 11 11	o place			
	c.	When warm air is less dense	than cool air			
	d.		4.5	a		
	7.	A A				
	17 Th-	statements are true, except		ljaya		
	Ja.	A physical condition of the atr	mosphere at a particular	time is called weathe	Universitas	Brawijay
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	ijaya uni	Warm air is usually denser th	an cool air ersitas	Brawijaya		
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rawijaya	Universitas Brawijaya	The similar meaning of the underlined word is	
rawijaya	Universitas Brawijaya	Universitas Brawijaya	
		Le., Slow	
rawijaya	Universitas Brawijaya	71 2011	
rawijaya	Universitas Brawijaya	Praviliana Universitas Pr	
rawijaya	Universitas Brawijay	19. Arrange the following sentences into a good paragraph. 1. They crawl and eat bits of the leaf. Universitas Bits of the leaf.	
rawijaya	Universitas Brawi Universitas Bra	2. When it is about 15 weeks old, the female butterfly finds a place to lay her niversities R	rawijay rawiiay
rawijaya rawijaya	Universitas I	eggs and the life cycle begins again. 3. Inside this hard cover, it develops into its final shape. Universitas B	
rawijaya	Universit	4. As the caterpillar grows it loses one skin after two weeks and another after	
rawijaya	Universit	Tre weeks.	
rawijaya	Universit	6. After four weeks, the butterfly comes out of the cocoon and flies away.	
rawijaya		7. After four days, the eggs hatch and outcome a lot of caterpillars. 8. When it is seven weeks old, it has eaten enough and the caterpillar grows a niversitas B	
rawijaya	Universit	special cover for itself, called a cocoon	
rawijaya	Universit	a. 5-7-1-4-8-3-6-2 niversitas B	
	Universit	b. 5-8-6-1-4-3-7-2	
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rawijaya	Universitas	20. Arrange the following sentences to make a good paragraph. Universitas B	
rawijaya	Offiversitas E	Nature's recycling program for water is called the water cycle.	
rawijaya	Universitas Br	Rain or snow eventually finds their way back to the ocean. Water falls from the air as rain or snow. Universitae B	
rawijaya	Universitas Bray	4. Water goes from the ocean, lakes, and rivers into the air.	
rawijaya	Universitas Braw	5. One of the things nature recycles is water. 6. Did you know that nature recycles too?	
rawijaya	Universitas Brawija	7. Maybe you recycle cans, glass, and paper.	
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Iniversitas Brawijaya Universitas Brawijaya			Answer the questions number 6 to 10 according to the text below. Read	Universitas Brawijay
trawijaya Universitas Brawijaya Universitas				
Universitas Brawijaya			A kite is an object which is made from a light material stretched over frame. Due to its light material a kite will lift off the ground and fly when it is til	ır arınversitas Brawijay İ ^{ted} İniversitas Brawijay
trawijaya Universitas Brawijaya Universitas				
Trawijaya Universitas Brawijaya Universitas			travels over the surface of the kite, it is split into two streams of air. One stream	of Universitas Brawijay
rawijaya Universitas Brawijaya Universitas B			the air goes over the kite white the second stream goes under the kite.	Universitas Brawijay
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rawijaya	Universitas Brawijaya	The upper stream above the kite. The lower stream hits the kite at a shallow	"Universitas Brawijay
rawijaya	Universitas Brawijaya	The high pressure area has a pushing effect while the low pressure area ha	Ilniversitas Brawijav
rawijaya	Universitas Brawijaya	a pulling effect. The combination of push and pull can creates chough force to in	Universitas Brawijay
rawijaya	Universitas Brawijaya	Kites have been known for thousands of years. They are used for militar	y Universitas Brawijay
rawijaya	Universitas Brawijaya	of scientific purposes. Today's kites are much used for reliable talk companies.	Universitas Brawijay
rawijaya	Universitas Brawijay	6. What media which use by kite to fly?	Universitas Brawijay
rawijaya	Universitas Brawi	b. Water	Universitas Brawijay
rawijaya Irawijaya	Universitas Braw	c. Ground d. Light	Universitas Brawijay
rawijaya	Universitas Di	e. Wind	Universitas Brawijay
rawijaya	Universita	7. How many stream of air if we want the kite flying?	Universitas Brawijay
rawijaya	Universit	a. Two b. One	niversitas Brawijay
rawijaya	Universit	c. Four	niversitas Brawijay
rawijaya	University	e. There is no stream	niversitas Brawijay
rawijaya	Universit	8. The first Word of "it" at the first line of paragraph two is refer to	niversitas Brawijay
	Universit	a. Wind b. Air	niversitas Brawijay
rawijaya	Universita	d. Frame	Iniversitas Brawijay
rawijaya	Universitas	e. Fly	Universitas Brawijay
rawijaya	Universitas	9. What is the function of the upper stream?	Universitas Brawijay
rawijaya	Universitas L	a. hits the kite at a shallow angle b. creates an area of high pressure	Universitas Brawijay
rawijaya	Universitas B	c. creates an area of middle pressure	Universitas Brawijay
rawijaya	Universitas Bra	d. creates an area of low pressure e. give space for kite to fly	Universitas Brawijay
rawijaya	Universitas Braw	4 4	Universitas Brawijay
rawijaya	Universitas Brawija	10. Based on the text, what is the function of kite at past? a. Used for competition b. Used for military Wijaya	Universitas Brawijay
rawijaya	Universitas Brawijay	c. Used for sent message	Universitas Brawijay
rawijaya	Universitas Brawijaya	d. Used for sent money	Universitas Brawijay
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Universitas Brawijaya Universitas Brawijaya rawijaya carefully and choose the correct answer according to the text. Universitas Brawijaya Universitas Brawijaya rawijaya build up new cells and replace the worn out cells. However, the food that we take must be changed into substances that can be carried in the blood to the places where niversitas Brawijaya rawijaya Universitas Brawijaya they are needed. This process is called digestionary itas Brawi Universitas Brawijaya Universitas Brawijaya The first digestive process takes place in the mouth. The food we eat is Universitas Brawijaya broken up into small pieces by the action of teeth, mixed with saliva, a juice secreted niversitas Brawijaya by glands in the mouth. Saliva contain digestive juices which moisten the food, so niversitas Brawijaya Universitas Brawijay it can be swallowed easily. Universitas Braw From the mouth, food passes through the esophagus (the food passage) into Niversitas Brawijaya stomach. Here, the food is mixed with juices secreted by the cells in stomach for niversitas Brawijaya Universitas Br rawijaya several hours. Then the food enters the small intestine. All time the muscular walls rawijaya Universit Jniversitas Brawijaya of the intestine are squeezing, mixing and moving the onwards. In a few hours, the food changes into acids. These are soon absorbed by the Niversitas Brawijaya villi (microscopic branch projections from the intestine walls) and passed into the hiversitas Brawijaya bloodstream. rawijaya hiversitas Brawijaya 11. What is "digestion" mean? rawijaya hiversitas Brawijaya The process of replacing worn out cells b. The process of changing food into substances that can be carried in the rawijaya Universit hiversitas Brawijaya rawijaya Iniversitas Brawijaya c. The process of building up new cells d. The process of taking food into our mouth Iniversitas Brawijaya rawijaya Universit e. The process of providing energy Universitas Brawijaya 12. What is the first digestive juices? rawijaya Universitas Brawijaya Universita a. Esophagus Universitas Brawijaya b. Glands o. Saliva Universitas Brawijaya Universitas Bl Enzymes Universitas Brawijaya Universitas Bra Intestine **Universitas Braw** rawijaya Universitas Brawijaya 13. "These are soon absorbed by the villi" (paragraph 4) **Universitas Brawija** The underline word refers to ... Universitas Brawijaya a. Juices Universitas Brawijaya Universitas Brawijay b. Cells rawijaya Universitas Brawijaya 1911) a omversitas Brawijaya Universitas Brawijaya ☐c. \ Foodstuff tas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya rawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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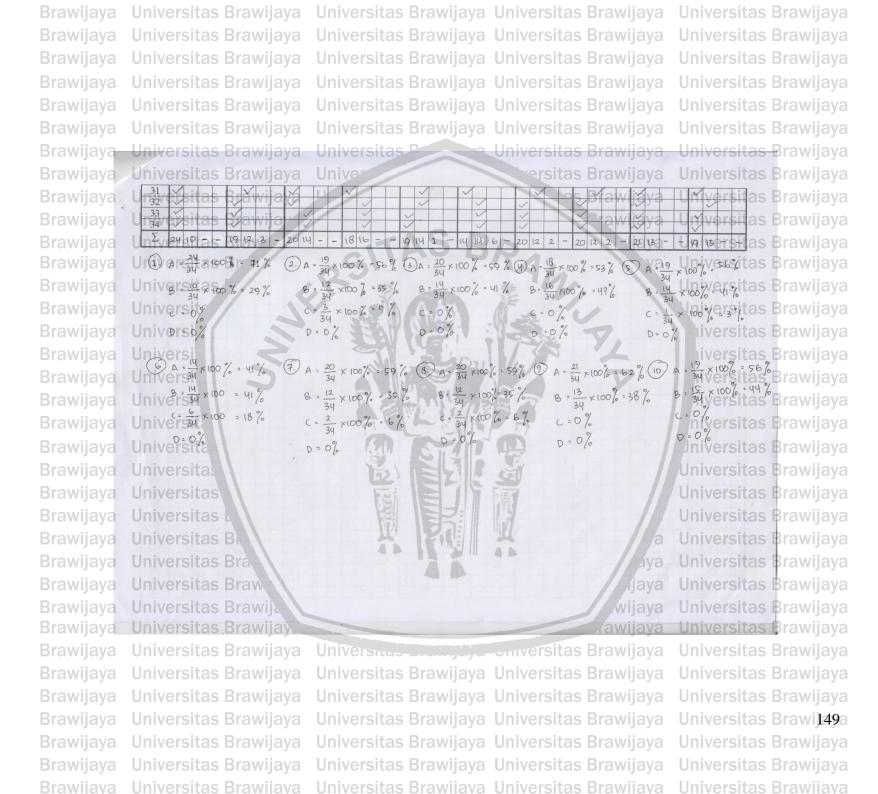
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