

**IMPROVING THE FIRST YEAR STUDENTS' READING
COMPREHENSION ACHIEVEMENT THROUGH
SMALL GROUP DISCUSSION TECHNIQUE
AT SMA NEGERI 1 TUMPANG**

UNDERGRADUATE THESIS

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UNIVERSITAS BRAWIJAYA



**ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF CULTURAL STUDIES
UNIVERSITAS BRAWIJAYA
MALANG**

2016

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UNDEGRADUATE THESIS

Persented to

Universitas Brawijaya

**In partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan***

BY

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FACULTY OF CULTURAL STUDIES
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ACKNOWLEDGEMENTS

In the name of Allah SWT, the most gracious and the most merciful, the researcher could finish this thesis as one of requirements for sarjana Pendidikan (S.Pd) in English Language Education Program of Universitas Brawijaya in 2016.

However, this success would be not achieved without those supports, guidance, advice, and help from individual and institution, and the researcher somehow realize that an appropriate moment for me to deepest gratitude for:

1. Ibu Peptia Asrining Tyas, M.Pd, as the supervisor who has directed and given the researcher advice for this thesis from beginning until the end.
2. Ibu Frida Unsiah, M.Pd, as the examiner who has given the researcher guidance, suggestions, and helps to finish this thesis.
3. My beloved father and mother for all the support, trust, and motivation.
4. All of bestfriends that the researcher can not mention one by one who always gave support.

Finally this thesis is expected to be able to provide useful knowledge and information to the readers.

Malang, October 31st 2016

Researcher

ABSTRACT

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 Tyas, M.Pd.

Keywords: Teaching reading, reading comprehension achievement, small group discussion technique.

This research is aimed to improve students reading comprehension achievement through small group discussion technique at SMA Negeri 1 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 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 participated in this reserach. In collecting the data, the researcher used interview, 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 Yuliasari's thesis (2014). Further, the observation used to know the students interaction during the implementing of small group discussion technique and field 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 of the students' reading comprehension achievement in reading test.

The result of this research showed that the students' reading 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 was one cycle which consisted of four meetings can improve their reading comprehension achievement. Based on the finding of the research, it is 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.

ABSTRAK

Ningrum, Desy Ismaya. 125110500111015. 2016. Meningkatkan nilai pemahaman membaca siswa kelas 1 menggunakan teknik kelompok kecil diskusi di SMA Negeri 1 Tumpang. Pendidikan Bahasa Inggris, Fakultas Ilmu Budaya. Universitas Brawijaya. Pembimbing: Peptia Asrining Tyas, M.Pd.

Kata Kunci: Pengajaran membaca, pemahaman membaca, teknik kelompok kecil diskusi.

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 pokok pikiran dan struktur paragraf dalam sebuah teks. Oleh karena itu, peneliti mencoba untuk mengatasi masalah siswa dengan menggunakan teknik *small group discussion* dalam pengajaran membaca yang diadaptasi dari Brewer (1997).

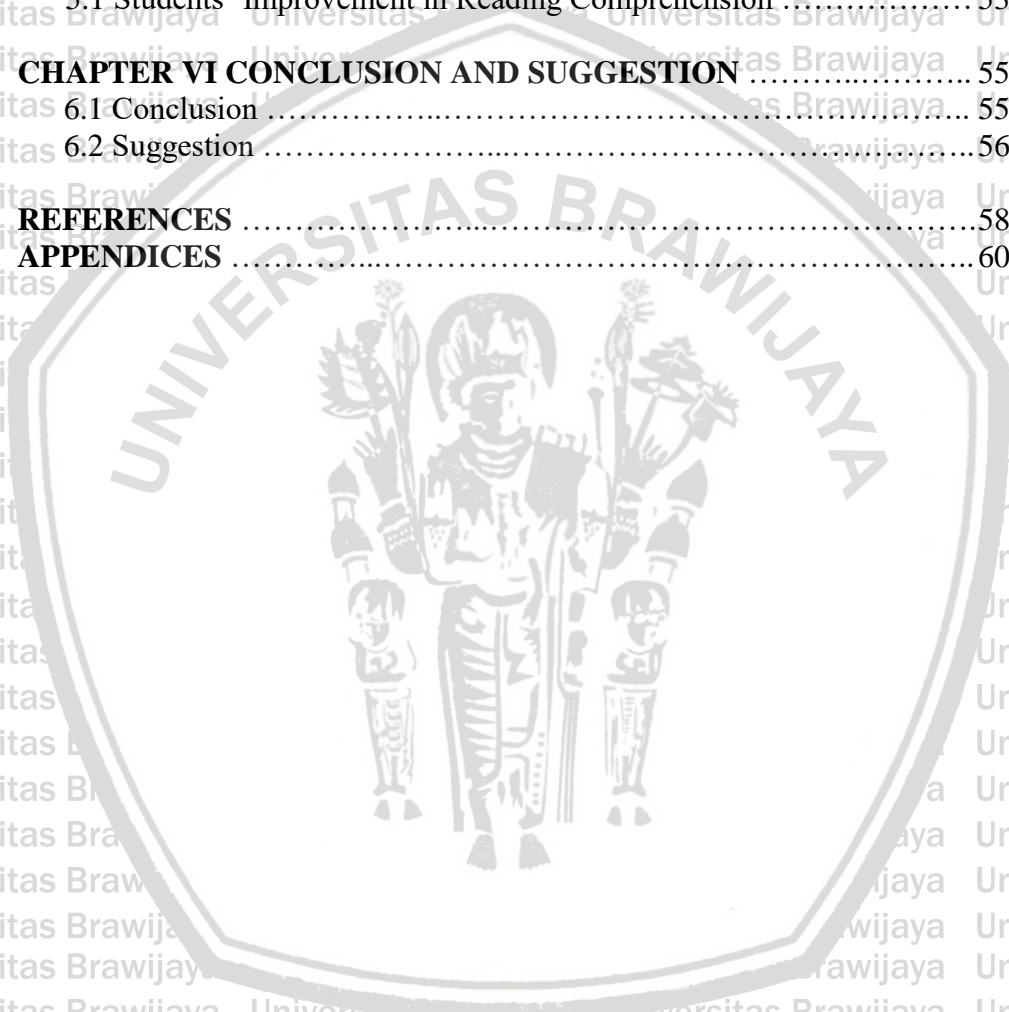
Penelitian ini menggunakan Penelitian Tindakan Kelas Kolaborasi, yakni peneliti dan kolaborator bekerja bersama untuk mengatasi masalah siswa. Subjek penelitian ini adalah siswa kelas satu di SMA Negeri 1 Tumpang, kelas Bahasa dan Budaya-1, yang terdiri dari 34 siswa. Dalam pengumpulan data, peneliti 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 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 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 hasil dari penelitian ini, teknik *small group discussion* adalah sebuah solusi yang sangat tepat untuk mengajar pemahaman membaca siswa dan penelitian ini juga dapat digunakan sebagai referensi untuk peneliti yang akan melakukan penelitian yang sama.

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CHAPTER I

INTRODUCTION

In this chapter, the researcher will present about the introduction which consists of background of the study, problem of the study, objective of the study, significances of the study, and definition of the key terms.

1.1 Background of the Study

Reading is one of the language skills that should be mastered by students. It is very important because every activity in the classroom always has relationship with reading. It is supported by Bamman (1963:1) who stated that reading is truly a basic mean of learning in all subjects. Thus, as one of the importance language skills, reading has to be taught intensively.

Further, reading always comes along with comprehension. Based on Bernhardt (2011:7) reading comprehension is a process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Similar to this, Grabe and Stoller (2002:17) define reading comprehension as the ability of understanding and interpreting information in a text correctly. It means that reading comprehension becomes important because it makes the readers understood about what they read. In other words, their reading is not useless.

In Senior High School curriculum, based on syllabus 2013, the standard competence of teaching English reading skills to the tenth grade students is learning some texts in form of descriptive and explanation text. In addition, based on the information from the first grade English teacher in SMA Negeri 1 Tumpang, the questions in English examination subject contain those kinds of texts and the students are asked to comprehend them. That is why reading comprehension is very important to the students because it has a relationship with the students' achievement.

In fact, most of senior high school students cannot acquire the aspect of 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 understand what they have read because they do not understand the meaning of the 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 interviewing the English teacher of SMA Negeri 1 Tumpang. First, most of students found the difficulties in finding the main idea of the explanation text. Second, students were still confused in comprehending an explanation text by themselves, especially in determining the general statement, sequenced of explanation, and conclusion. Third, based on the preliminary study by interviewing the English teacher, the researcher got the students' reading comprehension score and only 35% students could pass reading comprehension achievement score that was 75, it means

only 12 students could pass the minimum grade score of mastering English lesson in SMA Negeri 1 Tumpang, while the success achievement indicator is 80% students can pass the grade score. There were several factors that affected it, such as the students' knowledge and the students' motivation in reading. Based on some problems that have been stated before, it means that the students' reading comprehension achievement in explanation text in SMA Negeri 1 Tumpang is still low.

Seeing the ability of the first year students of SMA Negeri 1 Tumpang that still need to be improved, the researcher decided to apply small group discussion technique to solve the students' problems in reading comprehension achievement, especially in explanation text. The researcher believes that by using small group discussion technique, the students can work together to solve their problems, discuss, and share the information that they have before. It is supported by Hammer (2007:118) who said that by doing small group discussion some benefits will be met; one of them is it can help the students to get various information from some sources.

In addition, Gibson (2010:4) writes that the purpose of using small group discussion technique is to develop students' abilities to formulate and debate arguments or to refine their critical understanding of a particular topic. So, in small group discussion, the students are free to talk, share their knowledge, give their opinion or ideas with their group, and discuss the explanation text together. In other side, by using small group discussion technique students are more motivated in reading and comprehend an explanation text. That is why the researcher chooses

small group discussion technique to improve the students' reading comprehension achievement, especially in explanation text.

There are several researches used small group discussion technique, such as Yuliasari in 2014 and Umiyati in 2011. Their research finding and result showed that the use of small group discussion technique can improve the students reading comprehension in descriptive text. By looking at those previous studies, the researcher is optimistic that small group discussion technique also can improve the students reading comprehension achievement.

Based on the explanation above, the researcher is interested in implementing small group discussion technique in order to improve the students' reading comprehension achievement in explanation text in the first year students of SMA Negeri 1 Tumpang.

1.2 Problem of the Study

Based on the background of the study, the problem of the study is "How can small group discussion technique improve the first year students' reading comprehension achievement at SMAN 1 Tumpang?"

1.3 Objective of the Study

Based on the problem of the study above, the objective of the study is "To find out how small group discussion technique can improve the first year students' reading comprehension achievement at SMAN 1 Tumpang".

1.4 Significances of the Study

Through this study, it is expected that some benefits will be met.

1. Help the students to comprehend reading text easily and to improve the students' reading comprehension achievement in explanation text by using small group discussion technique.
2. For the teacher, the result of this study can be used as a new way in teaching reading comprehension.
3. For further researchers who are interested in conducting the similar research in improving the students' reading comprehension achievement through small group discussion technique, the result of this study can be used as a reference in conducting the research.

1.5 Definition of the Key Terms

To avoid misunderstanding and incorrect interpretation that causes confusion about the research, it is compulsory for the researcher to define all terms that exist on the title. Some key terms would be as follow:

1. Reading Comprehension Achievement

Grabe and Stoller (2002:17) define reading comprehension as the ability of understanding and interpreting information in a text correctly. In other words, reading comprehension is an activity of the students to understand and find out the important information from a written text. To measure the students' reading comprehension achievement is by looking at the students' preliminary study and post-test score. The researcher did not conduct the pre-

test because the researcher has got the students' reading comprehension score from the teacher in preliminary study, so the researcher only conduct the post-test in the last meeting. The test consisted of twenty multiple choice questions and the students should answer it in sixty minutes.

2. Explanation Text

An explanation text is a text to explain how and why something in the world happens (Barwick, 1995:50). It is about action rather than about things.

Explanation play a valuable role in building and storing our knowledge.

Technical and scientific writing are often expressed in this form.

3. Small Group Discussion

Gibson (2010:4) writes that the purpose of using small group discussion technique is to develop students' abilities to formulates and debate arguments or to refine their critical understanding of a particular topic. So, in small group discussion, the students are free to talk, share their knowledge, give their opinion or ideas with their group, and discuss the explanation text together.

In line with that, the researcher asked students to discuss about explanation text in a small group discussion. One small group discussion consisted of three until four students. It was useful for the students to discuss and share their knowledge about explanation text.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter gives the review of related literature and previous studies. The review of related literature consists of review of reading comprehension, reading comprehension challenges, explanation text, small group discussion, small group discussion's procedure, and assessment of reading comprehension, while previous studies consists of some previous researches that have been conducted by some researcher.

2.1 Reading Comprehension

Generally reading is a process of getting information from written words. Reading is not simply process of getting the meaning of the printed speech. It involves skills and visual recognition word. The readers interpret what they have read and comprehend as Grabe and Stoler (2002:17) said that reading comprehension is an ability of understanding and interpreting information in a text correctly.

Reading will be success if the reader can comprehend the text well as Pang and Muaka (2003:14) stated that comprehension is the process of deriving meaning from connected text. It involves word knowledge as well as thinking and reasoning.

In addition, Cunningham and Stannovich (1998:20) explained that to comprehend the text, the reader must be able to recognize words and access text integration

processes to construct meaning and retain the content of the words long enough for it to stimulate their stores of related in their long term memories.

According to Snow (2002:11) reading comprehension is a process of simultaneously extracting and constructing meaning through interaction and involvement with the written language. The words extracting and constructing here are to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. Reading comprehension entails three elements stated by Snow (2002:11):

1. The *reader* who is doing the comprehending.
2. The *text* that is to be comprehended.
3. The *activity* in which comprehension is a part.

Comprehension also is multifaceted process which can be affected by a variety of skills. There are five comprehension skills according to Heilman, et al. (1981:241):

1. Recalling word meanings (vocabulary knowledge)
2. Drawing inferences from content
3. Following the structure of a passage
4. Recognizing a writer's purpose, attitude, tone, and mood
5. Finding answers to questions answers explicitly or in paraphrase

From all the definition above, it can be concluded that the goal of reading is to comprehend the text. Therefore, reading comprehension is the ability to understand, construct, and recognize the meaning of the text, so the reader gets ideas and information from the reading text.

According to Heilman, et al. (1981:246), there are three levels of comprehension are identified and only those abilities at the core of understanding and reacting to information at different levels of thinking are presented:

1. Literal Comprehension

Literal comprehension refers to understanding ideas and information explicitly stated in the passage. The literal level of comprehension is fundamental to all reading skill at any level because a reader must first 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.

2. 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 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 generalization. In this level, the students can infer supporting details, main idea which is not explicitly stated, and relationship of cause and effect.

3. Critical Comprehension

Critical comprehension refers to analyzing, evaluating, and personally reacting to information presented in the passage. Critical reading requires a higher degree of skill development and perception, because it involves

evaluation, making a personal judgment on the accuracy, value of what is being read. It means questioning, comparing, and evaluating.

In this study the students should achieve the first level of reading comprehension that is literal comprehension level, because literal comprehension itself is a fundamental to all reading skill at any level, and it refers to understanding ideas and information explicitly stated in the passage. Students should achieve this comprehension level because it deals with the problems that faced by the students about finding the main idea and the structure of the text. So, in literal comprehension level, it was hope that the students can recognize the details of the text, such as fact and main idea.

2.2 Reading Comprehension Challenges

Reading comprehension is a process of simultaneously extracting and constructing meaning through interaction and involvement with the written language (Snow, 2002:11). Simply put, reading comprehension is understanding what the reader's read and making connections. Without comprehension, reading is simply following words on a page from left to right while sounding them out. When students are unable to comprehend what they are reading, they have what is known as a comprehension deficit.

Actually, the biggest factor affecting comprehension is how much students know already about a topic (Allington & Cunningham, 2010). Therefore, the teacher can take steps to improve students comprehension by priming them with information about the topic. For example if a student is reading a book about golf,

the teacher explaining to them about the history of the sport and how it was played briefly will help them understand better. Students also often already have background knowledge about a topic, so it is important to get students thinking about what they already know in order to get them understanding what they are going to read.

2.3 Explanation Text

Explanation text is a text to explain about how and why something in the world happens (Barwick, 1995:50). Actually, it is about explanation of some actions or steps rather than about describing things, such as establish that the phenomenon exists and then explain why or how this came about. Explanations has an important role in building our knowledge, because from this kind of text we will know about the phenomenon happened around us.

This text type links with Science and Technology topics where explanations of natural or non-natural phenomena are explored. For example, how a television works, why earthquakes occur, how rainbow are formed, and how sound moves through a variety of materials. It also has links with Human Society and Environment where explanations are written for how cotton is processed to become articles of clothing, why we should exercise and eat a healthy diet and how cheese is processed from milk.

There are different types of explanation text. The first type of explanation text explains an occurrence or "how" something works, for example about mechanical term; such as how a lawn motor works, technological term; like how a computer

works or natural term when explaining how does rain happen. The second type of explanation text explains “why” things happen; for example why objects expand and contract and why bathroom mirrors mist up when we shower.

These are the examples of explanation text:

1. The example of how something happen or occur

How does Rain Happen?

Rain is the primary source of fresh water for most areas of the world, providing suitable conditions for diverse ecosystems, as well as water for hydroelectric power plants and crop irrigation.

The phenomenon of rain is actually a water circle. The concept of the water cycle involves the sun heating the Earth's surface water and causing the surface water to evaporate. The water vapor rises into the Earth's atmosphere. The water in the atmosphere cools and condenses into liquid droplets. The droplets grow until they are heavy and fall to the earth as precipitation which can be in the form of rain or snow.

However, not all rain reaches the surface. Some evaporates while falling through dry air. This is called virga, a phenomenon which is often seen in hot, dry desert regions.

Source: <http://bos-sulap.blogspot.co.id/2010/10/contoh-example-of-explanation-text.html>

2. The example of why things happen

Why Eiffel Tower was Built?

If we talk about the Wonders of the World buildings, then we will see Eiffel Tower as one of them. However many of us do not know the tower's past history on why it was built. Everything has the reasonable background, especially for the tower which is to be one of the most recognized buildings in the world.

Primarily, the Eiffel Tower was built for the World Exhibition. It was called Paris Exposition in 1889. The exhibition was organized to celebrate the 100th anniversary of the French Revolution. The purpose of building Eiffel Tower in such structure was to show to the world France's advancement of technology and beauty.

The Eiffel Tower was designed by Gustave Eiffel. It seemed that then the name of the tower was derived from the designer's last name, "Eiffel". Another reason on why the tower was built was for scientific progress. Although few realized it, the Eiffel Tower would become the prominent structure in terms of science and technology. Many experiment with temperature, pressure and pendulums were performed atop the unique famous building. Additionally the Eiffel Tower was used for radio transmission tower. Many experiments were conducted atop the Eiffel Tower for radio transmission advancement. Once the Eiffel Tower was proposed to be demolished but it was spared because the tower had the promising future as a radio tower.

Source: <http://bos-sulap.blogspot.co.id/2014/09/example-explanation-text-why-eiffel.html>

Here is the structure of explanation texts according to Barwick (1995:50):

1. Title

This can appear in a variety of forms from a heading that names the action to a how and why question or a problem that is to be answered by the explanation.

2. General statement in introducing or identifying the phenomenon

The first paragraph has a general statement that introduces or identifies the scientific or technical phenomenon. It gives the audience a brief introduction to the event or thing and an understanding of the type of text that is to follow.

3. Series of sequenced paragraphs

The logically sequenced paragraphs explain why or how something happens rather than focusing on an object. The explanation sequence should consist of a series of happenings, actions, causes or processes that are the focus of the text type.

This chain of actions, causes or events results in the phenomenon about which the explanation is written. Events may be related according to time or cause or through both and should be detailed and accurate, ensuring that all elements have been included. Sequences often develop by explaining how the events happen over a period of time: first this happens and then this is followed by the next event.

4. Concluding paragraph

This is the optional paragraph, in this paragraph concluding statement can tie up the explanation.

5. Labelled diagrams and flow charts

Labelled diagrams and flow charts can be used to clarify information or to add additional information not included in the explanation. Particularly in scientific texts accurate diagrams and illustrations are important as they support the text. This labelled diagrams and flow chart are additional in this text, so the students can put this labelled diagrams or flow charts if they need.

Here are some language features of explanation texts according to Barwick (1995:51):

1. Use simple present tense
2. Use abstract noun, such as heat, earthquakes
3. Usually the subjects is not human, like mountain, rain, video
4. Use the sentences that have a clear subject and verb agreement
5. Use action verbs to explain cause, such as from, started from
6. Use adverbial phrases of time and place to tell where and when actions occurred, such as It is to found in North America
7. Use connectives to link time sequences in cause and effect sequence, like first, then after, finally, so, as a consequence
8. Use passive voice
9. Use time conjunction, such as when, as, to consequence and link events and to keep the text flowing

2.4 Small Group Discussion

In this research, the researcher used small group discussion technique as a solution to solve the students' problem in reading comprehension. Brewer

(1997:23) writes that the purpose of using small group discussion technique is to contribute and circulate information on a particular topic and analyze and evaluate the information for supported evidence in order to reach an agreement on general conclusion. Similar to this, Gibson (2010:4) stated that small group discussion technique can develop students' abilities to formulates and debate arguments or to

refine their critical understanding of a particular topic. Therefore, by using small group discussion technique, students could be easier to participate actively.

Group discussion help the students participate freely and actively. Here another advantage of small group discussion technique according to Brewer (1997:27):

1. All students in the group can participate.
2. It is a good way to get students interested in topic.
3. Student may more easily understand another students' explanation than the teacher's explanation.
4. The teacher can identify the students who need assistance.
5. The teacher can identify individual opinion about the topic.
6. It helps the participant see relationship among ideas or concepts related to the topic at hand (U. S. Professional Teacher Training, 1983 in Brewer:27).

Based on Brewer (1997:25), there are three variations of small group discussion; they can be described as follows.

1. Cooperative Learning Group
In this variation, a small group of students works together to achieve a common goal. The goals of cooperative learning group are positive interdependence, face-to-face interaction among the students, individual accountability within the group, and interpersonal and small group skill. It is useful to foster cognitive development in the areas of retention and achievement and effective development though socialization and self-esteem. Small group

discussions allow the students to get to know each other on a personal level and give them a sense of belonging to a team.

2. Problem Solving Group

These groups exist in order to discover, inquire, and think critically. For example, several students might work together to solve mathematical problem through exploration. The purpose of this group is to approach real-life problems with an appropriate strategy. The students find many approaches to the problem and test them for the best possible solution. Problem solving group helps the students come to logical solutions and make responsible decisions.

3. Group Investigation

The teacher breaks the students up in to small groups based on particular interests. Each group has a certain category, and they gather information and analyze it for meaning. The students then prepare and deliver a presentation to the class about what they discovered. The process of teaches students to work together, listen to one another, and support each other's work and opinions. This is a group-skill-building teaching method that strengthens peer interaction.

The researcher used cooperative learning group discussion to achieve the goal of this research, which was to improve the first year students' reading comprehension achievement through small group discussion. Cooperative learning group operates on the premise that the students achieve more when they work together. It is useful to foster cognitive development in the areas of retention and achievement and affective development through socialization and self-esteem. So, it is good to improve the students' achievement in reading comprehension.

There were four meetings in this research, the researcher taught explanation text by using small group discussion technique in the first until the third meeting, and the last meeting as post-test. There were 3-4 students in each groups of small group discussion. In small group discussion, the researcher asked students to discuss about explanation text from the researcher, share their knowledge about it, and answer the questions of the text. Beside that, the researcher also asked students to find the main idea and generic structure of the text and asked them to arrange the jumbled paragraphs of the text.

To make a success small group discussion in the class, Brewer (1997:23) writes several steps that must be taken when conducting small group discussion.

1. Introduction

The introduction should have four parts; instructional objectives, purpose, relationship, and advanced organizer. An instructional objectives should be given to the students in the beginning of the discussion. Here the teacher should try to introduce the topic that familiar to the students, so they have a basis for discussion.

Then, in the purpose stage the teacher should explain why the groups will be discussing the chosen topic. In the relationship in introduction, the teacher must explain how this information fits in with what has already been learned or what will be learned in the future. The last is advanced organizer, the teacher give some sort of attention-grabber that attracts the students' interest.

2. Directing the Discussion

The teacher is in charge of directing the discussion to get it started. The teacher should ask students if they have questions about the topic at hand, or the

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teacher may want to ask a few question from a prepared list to stimulate thought toward the topic. Another way to begin the discussion is to ask the students to recall and share personal events that have happen in their lives that related to the topic.

This is a good way to start the discussion and to get everyone involved. As the director who directs the discussion, the teacher should decide whether or not the students are spending too much time on insignificant points.

3. Summarizing the Discussion

The teacher should summarize the discussion to make sure the students understand what has been discussed. It is important to summarize to make sure all students are thinking along the same lines. A final summary is essential at the end of the discussion. Basically, summarization is helpful for clearing confusion, covering main points, ending a discussion, and conveying consensus.

2.5 Small Group Discussion's Procedure

In line with Brewer's theory in 1997, the researcher wrote several steps in conducting small group discussion in this research. There would be three stages in a discussion in every meetings; there were introduction, directing the discussion, and summarizing the discussion. There would be four meetings in this research, three meetings used small group discussion technique to learn explanation text and the last meeting used as post-test.

2.5.1 First Meeting

In the first meeting, there were three stages in conducting small group discussion. In the first stage, the teacher started the discussion with introduction.

Here, the researcher introduced about explanation text to the students. The teacher explained about the reason why they should discuss about explanation text. Then, the teacher explained about the relationship between previous materials with explanation text. After that, the teacher gave students some facts or general statement related with explanation text to attract the students' interest.

The second stage was directing the discussion, the teacher started with some questions to stimulate students, to know their background knowledge about explanation text. Here, the teacher gave an explanation text in a sheet of paper to each groups. In this stage, the teacher introduced students about the materials, which was explanation text. The teacher asked students to read the text with their group and asked them to answer the questions first. After they answered the questions related to the text, they should find the generic structure and the main idea of the text in small group discussion. This activity was useful to students' to talk and share their knowledge with their friends.

The last stage was summarizing the discussion. In this stage, the teacher with students made a summary about explanation text that they discussed before. The final summary is essential at the end of the discussion. Basically, summarization is helpful for clearing confusion, covering main points, and ending a discussion. The following table is the steps or procedure in conducting small group discussion in the first meeting.

Table 2.1 Steps of conducting small group discussion in the first meeting

Stages	Activities
Introduction	<ol style="list-style-type: none">1. The teacher introduced students about explanation text.2. The teacher explained about the reason why they should discuss about explanation text.3. The teacher explained about the relationship between explanation text and the previous materials or what will be learned in the future.4. The teacher gave students some sort of attention grabber to begin the discussion, such as gave general statement about the explanation text to attract the students' interest.
Directing the discussion	<ol style="list-style-type: none">1. The teacher stimulated students with some questions to know the students' knowledge about explanation text.2. The teacher asked students to share their personal events that happen in their real lives that related with explanation text.3. The teacher asked students to discuss about explanation text.4. The students should answer the questions according to the text, find the generic structure and the main idea of the text given by the teacher.
Summarizing the discussion	The teacher with students made a summary about explanation text to cover the main points of the discussion.

2.5.2 Second Meeting

In the first stage, the teacher started the discussion with introduction first. The researcher introduced about explanation text to the students and explained about the relationship between previous materials with the current materials. After that, the teacher gave the students some facts or general statement related with explanation text.

In the second stage, the teacher started with some questions to stimulate students, to know their background knowledge about explanation text. Here, the

teacher gave a jumble explanation text in a sheet of paper to each groups. The teacher asked students to discuss with their group and asked them to arrange the jumble paragraph into a good arrangement. Then, the teacher asked them to answer the questions in students' handout. This activity was useful to students' to talk and share their knowledge with their friends. After that, the representative of the groups deliver the result of their discussion.

The last stage was summarizing the discussion. In this stage, the teacher with students made a summary about explanation text that they discussed before. The final summary is essential at the end of the discussion. Basically, summarization is helpful for clearing confusion, covering main points, and ending a discussion. The following table is the steps or procedure in conducting small group discussion in the second meeting.

Table 2.2 Steps of conducting small group discussion in the second meeting

Stages	Activities
Introduction	<ol style="list-style-type: none"> 1. The teacher introduced students about explanation text. 2. The teacher explained about the relationship between explanation text and the previous materials or what will be learned in the future. 3. The teacher gave students the general statement about explanation text to attract the students' interest.
Directing the discussion	<ol style="list-style-type: none"> 1. The teacher stimulated students with some questions to know the students' knowledge about explanation text. 2. The teacher asked students to discuss about explanation text. 3. The students should arrange the jumble paragraphs and answer the questions according to the text.
Summarizing the discussion	The teacher with students made a summary about explanation text to cover the main points of the discussion.

2.5.3 Third Meeting

In the first stage, the researcher reviewed about explanation text to the students. Then, the teacher gave students some facts or general statement related with explanation text. In the second stage, the teacher started with some questions to stimulate students about explanation text. Here, the teacher gave an explanation text in a sheet of paper to each groups, then asked students to read and discuss with their group and asked them to answer the questions according to the text. This activity was useful to students' to talk and share their knowledge with their friends.

The last stage was summarizing the discussion. In this stage, the teacher with students made a summary about explanation text that they discussed before. Basically, summarization is helpful for clearing confusion, covering main points, and ending a discussion. The following table is the steps or procedure in conducting small group discussion in the third meeting.

Table 2.3 Steps of conducting small group discussion in the third meeting

Stages	Activities
Introduction	<ol style="list-style-type: none">1. The teacher introduced students about explanation text.2. The teacher explained about the relationship between explanation text and the previous materials or what will be learned in the future.
Directing the discussion	<ol style="list-style-type: none">1. The teacher stimulated students with some questions to know the students' knowledge about explanation text.2. The teacher asked students to discuss about explanation text.3. The students should read and answer the questions according to the text.
Summarizing the discussion	The teacher with students made a summary about explanation text to cover the main points of the discussion.

2.6 Assessment of Reading Comprehension

According to Klingner (2007:14) assessing reading comprehension is fraught with challenges, because it can be difficult to determine whether students really understand or how much the students really know and what they are actually thinking. Traditional measures tend to focus on straight recall or literal understanding, but there is much more to comprehension than these. Klingner further argued that reading comprehension assessment has different purpose. One of these is to compare students' comprehension levels to those of students in a forming sample.

Assessment tools and method can helps teachers to assess their students. Assessment method encompass the means by which a teacher wishes to assess the students. Tools are instrument to measure each method. Formal method and tools included standardized test and age related developmental milestones. Informal method and tools include use of flash cards and anecdotal record.

There are many kinds of assessing technique for reading comprehension. Heaton (1991:105) proposed: word matching, sentence matching, pictures and sentences matching for initial stages of reading; matching test or intermediate and advanced stages; true or false reading test, multiple choice items, completion, rearrangement, cloze procedure, open-ended and miscellaneous items, and cursory reading. In line with Heaton, Brown (2004: 190) has reading aloud, written response, multiple choice, picture-cued items, matching test, editing, gap filling test, cloze test, C-test cloze-elide test, short-answer test, ordering test, and

summarizing test. In this particular study, the researcher will use multiple choice to assess the students' reading comprehension achievement.

The advantages of multiple choice according to Christensen in CLEAR Annual Conference 2005 are as follow:

1. Greater versatility measuring rote memory to more complex knowledge
2. Large amount of information can be measured in a short time
3. Evaluating large numbers of test-takers takes considerably less time
4. Scoring is objective and can be reliably completed

Since this test is to measure students' reading comprehension achievement, the researcher conducted the test at the end of the study, because the achievement test are often summative or administered at the end of the study (Brown, 2004:48).

This achievement test is consist of twenty multiple choice questions which are in intermediate level of difficulties level items. Students will answer each question in sixty minutes by crossing the right answer. Students will get four score for each correct answer and zero for a wrong answer or no answer.

2.7 Previous Studies

Considering the importance of reading skill for an educational success, many researcher had conducted studies the use of small group discussion. Umiyati in 2011 conducted a research about "The Effectiveness of Using Small Group Discussion in Teaching Reading Comprehension (Experimental Study at the Seventh Grade of SMP Sunan Bonang Tangerang)". The result of the study showed that small group discussion technique was an effective way in improving and enhancing the

students' reading comprehension. There are some similarities and differences of 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 differences of this study with the present study are; this study is using experimental design, while the present study is using classroom action research design, and the subject of this research is Junior High School student, while the present research is Senior High School student.

The other research was conducted by Yuliasari from Maharaswati Denpasar University on 2014. Her research was designed to find out whether or not the small group discussion technique can help the students improve and develop their ability in reading comprehension. The subject was the eighth grade students of SMP Negeri 4 Denpasar in academic year 2013/2014. Based on her research, it can be concluded that small group discussion was an effective technique that can be used to improve the students' ability in reading comprehension. There are some similarities and differences of this study with the present study. The similarities are both of the studies focus on reading comprehension achievement, using small group discussion as the technique and classroom action research as the research design. While the differences of this study with the present study are; this study was conducted in Junior High School, while the present study will be conduct in Senior High School.

The similarities and the differences between the previous studies and the present study would be explained as follow:

Table 2.4 Differences and Similarities

Title	Differences	Similarities
Ningrum, Desy Ismaya (2016) "Improving the First Year Students' Reading Comprehension Achievement through Small Group Discussion Technique at SMA Negeri 1 Tumpang"	<ol style="list-style-type: none"> 1. Senior High School student as research subject 2. Collaborative classroom action research as research design 	<ol style="list-style-type: none"> 1. About reading comprehension 2. Using small group discussion technique
Umiyati (2011) "The Effectiveness of Using Small Group Discussion in Teaching Reading Comprehension (Experimental Study at the Seventh Grade of SMP Sunan Bonang Tangerang)"	<ol style="list-style-type: none"> 1. Junior High School student as research subject 2. Experimental study as research design 	<ol style="list-style-type: none"> 1. About reading comprehension 2. Using small group discussion technique
Ningrum, Desy Ismaya (2016) "Improving the First Year Students' Reading Comprehension Achievement through Small Group Discussion Technique at SMA Negeri 1 Tumpang"	<ol style="list-style-type: none"> 1. Senior High School student as research subject 	<ol style="list-style-type: none"> 1. About reading comprehension 2. Using small group discussion technique
Yuliasari (2014) Improving Reading Comprehension through Small Group Discussion Technique of SMP Negeri 4 Denpasar	<ol style="list-style-type: none"> 1. Research subject is Junior High School student 	<ol style="list-style-type: none"> 3. Classroom Action Research as research design

CHAPTER III

RESEARCH METHODS

This chapter discusses the research design, subject of the study, research procedure, criteria of success, data collection, and data analysis.

3.1 Research Design

In this research, the researcher used collaborative classroom action research as a research design. Since, the researcher collaborated with the English teacher of the class to conduct this research. According to Bryant (1995:8), collaborative classroom action research can be defined as a variety of stakeholders cooperating together to explore questions of mutual interest through cycles of action, experience, and reflection, in order to develop insights into particular phenomena, create frameworks for understanding, and suggest action which improve practice.

Collaborative classroom action research was also useful for educators to encourage each other to examine their teaching practices, interaction between colleagues, and inviting active collaboration in a joint attempt to improve teaching.

All participants in collaborative classroom action research were equal partner in decision making processes affecting both the means and the ends of the research.

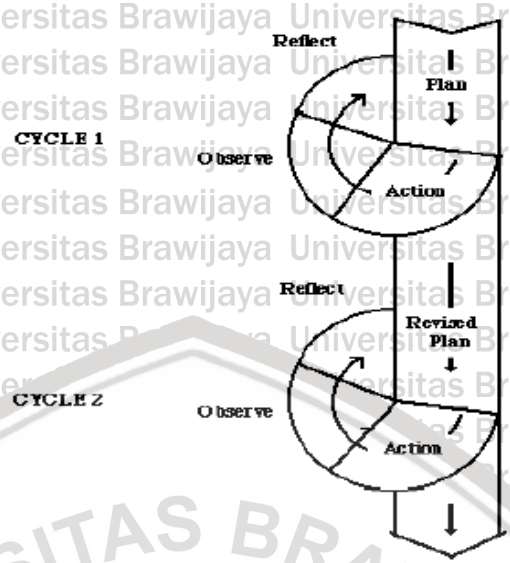


Figure 3.1 Cyclical Action Research based on Kemmis and McTaggart (1998)

In line with that, Kemmis et al., (1998:17) also point out that collaborative classroom action research is a systematic process that includes four stages that provide a continuous structure of professional development. The four stages included planning, acting, observing, and reflecting. Then, from some statements above, it could be concluded that collaborative action research was a systematic learning process which improved education by change whereby the educators work together to do the improvement.

3.2 Subject of the Study

The subject of this study were the first year students in SMA Negeri 1 Tumpang, Bahasa dan Budaya 1 (see appendix 8). This class consisted of 34 students which consists of 9 male and 25 female. They were selected as the subject of the study due to the initial observation and from their reading comprehension

score from the English teacher that indicated their reading comprehension achievement was needed to be improved through small group discussion technique.

3.3 Research Procedure

Since this research was a collaborative action research, so the researcher needed to do every step of this study from the beginning to the end. According to Kemmis et al., (1998:17), collaborative classroom action research typically involved four stages in a cycle of research; there were 1) planning, 2) acting, 3) observation, 4) reflection. The four phases of this research would be explained as follow.

1. Planning

In this phase, the researcher identified the problems that happened in SMA Negeri 1 Tumpang, then the researcher and collaborator developed some plans in order to bring the improvement. In order to improve the students' reading comprehension achievement in explanation text, the researcher decided to use small group discussion technique. The researcher planned a teaching learning activity to overcome the problems found in preliminary study. Besides, the researcher also 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 data included observation checklist, field note, questionnaires and achievement test.

There was some planning of this research which was doing by the researcher such as below:

1.1 Designing teaching technique

Student were found the difficulties in finding the main idea and generic structure of explanation text, so the researcher and collaborator decided to use small group discussion technique to solve the students' problems in reading comprehension. By using small group discussion technique, students could work together to solve their problems, discuss, and share the information that they had before. In small group discussion, the teacher asked students to make groups consisted of 3-4 students in each small group discussion.

1.2 Designing the lesson plan based on the syllabus and preparing the materials

In this research, there would be four meetings in a cycle. The first meeting, the researcher would introduced about explanation text and small group discussion to the students. Here, the students would be divided into some small group discussion, consisted of 3-4 students in each groups. In this meeting, the researcher want to make sure that the students know about the main idea and generic structure of explanation text from the researcher.

In the second meeting, the activities of the class would be similar with the first meeting. The students would be divided into some small group discussion, consisted of 3-4 students in each groups, and the activity was about explanation text. In this meeting, the researcher asked the students to arrange the jumbled

paragraphs of explanation text from the researcher into a good arrangement and answer the questions based on the questions.

The third meeting was same with some previous meeting, the researcher used small group discussion to solve the students' problems. Here, the researcher gave a review about explanation text and asked students to answer the questions based on the text. In the last meeting, the researcher conducted a post-test to measure the students' achievement in reading comprehension.

1.3 Developing the instruments.

The researcher decided to use some instrument in conducting this research in order to collect the data. First, instrument in preliminary study (interview guide), second instruments to observe the students' activities in the class (observation checklist and field note), third instrument to know the students' responses toward the treatment (questionnaire), and the last was the instrument to measure the students' reading comprehension achievement (post-test).

a. Interview guide

The interview guide was adapted from Yuliasari's thesis in 2014 that consisted of five questions. This instrument was useful to interview the English teacher in preliminary study before conducting the research. The researcher used the result of the interview as a reference in conducting this research.

b. Observation checklist and field note

Observation checklist was useful to know whether the activities in the class run well based on the lesson plan. Field note was useful to write down the

classroom situation, the students' activities, and if there were several things happen in the classroom and the researcher did not mention it in the observation checklist. Here, the collaborator observe the students' activities of teaching and learning process in the classroom by filling two instruments of observation.

c. Questionnaire

The questionnaire was useful to know the students' responses toward small 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.

d. Achievement test (post-test)

The researcher would administered a post-test in the last meeting. The purpose of this test was to know the students' score and to measure the result of students' reading comprehension achievement after being taught with small group discussion technique. This test was consisted of twenty multiple choice questions and the researcher would asked students in sixty minutes.

The researcher also did a consultation with the collaborator in developing the test. The researcher did not conduct a pre-test because the researcher has got students' reading comprehension score from the teacher in preliminary study.

1.4 Setting the criteria of success

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 success of this research was when the subjects of this research already fulfill the

minimum criteria of mastering English lesson in SMA Negeri 1 Tumpang that was 80% of the students could reach 75.

2. Acting

In this step, the researcher who played a role as a teacher conducted the research where the problems found. The teacher taught explanation text based on the lesson plan that already prepared. In this stage the teacher used small group discussion technique in order to improve students' reading comprehension achievement in explanation text. In one small group discussion consisted of 3-4 students.

There would be four meetings in this research. In the first meeting, the teacher brainstormed the students by giving some text related to the material. Then, the teacher divided students into some small groups to do the discussion. The teacher explained what students should do in small group discussion with that text.

In the second meeting, students were divided into some small group discussions to arrange the jumble paragraphs into a good arrangement of explanation text. The third meeting, the teacher made a review with the students about explanation text included the generic structure, language features and so on.

The teacher gave an explanation text to the students, and asked them to answer the questions with their small group discussion. In the last meeting, the teacher conducted the test as a post-test of students.

Table 3.1 Steps of Implementation

Meeting	Activities
Meeting 1	Introduced explanation text and small group discussion to the students. Next, students are divided into some small group discussion (one small group discussion consisted 3-4 students). Then, asked students to find the generic structure and main idea in the text (small group discussion).
Meeting 2	Asked students to arrange the jumbled paragraphs of explanation text into a good arrangement and answer the questions (small group discussion)
Meeting 3	Reviewed about explanation text and asked students to answer the questions of the text (small group discussion)
Meeting 4	Individual achievement test (post-test)

3. Observation

In this stage, the researcher and the collaborator analyzed the teaching learning process during the treatment in order to know students' reaction and interaction toward small group discussion technique and also whether the technique were able to improve students' reading comprehension achievement in explanation text by filling the observation check list and field note.

4. Reflection

Reflection was the process to evaluate and measure the teaching and learning activities in the classroom. In this phase, the researcher and the collaborator discussed about the classroom activities, the result of observation, and decided the next action. Reflection was also determining the success of the technique being used, whether it worked or there were still weaknesses toward the process.

3.4 Criteria of Success

The criteria of success in this research was 80% of the students can reach 75 as the minimum criteria of mastering English lesson creating by SMA Negeri 1

Tumpang.

3.5 Data Collection

There were two kinds of data collection used in this research; the qualitative and quantitative data. Interview guide, questionnaire, observation checklist, and field note as the qualitative data, while the quantitative data was the students' score in reading comprehension achievement in the form of the percentage students' score taken from post-test in a cycle. The process of collecting the data would be as follow:

3.5.1 Interview

The researcher conducted the interview only in preliminary study before conducting the research, in order to know the problems faced by the students in SMA Negeri 1 Tumpang by using the list of interview guide adapted from Yuliasari's thesis in 2014 (see appendix 3). The researcher only interviewed the English teacher of the first year students of SMA Negeri 1 Tumpang. The researcher used the result of interview as a reference in conducting the research.

3.5.2 Observation

The researcher observed the students' activities of teaching and learning process in the classroom. The instrument used by the researcher in conducting the 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 did not mention it in the observation checklist. The researcher would only focus in some aspects, there were; students' participation, students' activeness, and students' attention during the activity.

3.5.3 Post-test (see appendix 6)

The researcher administered a post-test at the end of the session. The purpose of this test was to know the students' score and to measure the result of students' reading comprehension achievement after being taught with small group discussion technique. This test consisted of twenty multiple choice questions and the teacher would ask the students to answer it in sixty minutes. The researcher only conducted a post-test because the researcher has already got the students' score of reading comprehension achievement from the English teacher in preliminary study.

3.5.4 Questionnaire (see appendix 7)

Questionnaire was useful to get the information about students' responses toward the treatment. The questionnaire consisted of ten multiple choice questions. The researcher gave the adopted questionnaire from Yuliasari's thesis in 2014 to the students at the end of the session in a cycle.

3.6 Data Analysis

Data analysis was an attempt used by the researcher to summarize the collected data. The data analysis in this research used quantitative and qualitative approach. In term of qualitative analysis, the researcher used Miles and Huberman model data analysis (Kurniasih and Sani, 2014:86). There were three steps in doing qualitative data analysis, namely data reduction, data display, and drawing conclusion. In data reduction the researcher would choose the most valuable data appropriate with the research after collecting the data. Since this research was to measure students' achievement in reading comprehension, the most valuable data

required to answer the question of under the study was to collect the data from post-test of the subjects under the study. The qualitative data would show the subject progressing achievement in reading comprehension after they had been taught through small group discussion technique. In the data display, the researcher would describe and gave valid data that have been taken in the data collection. In the drawing conclusion, the researcher would give the conclusion of this study toward the data.

The percentage of the whole students would be counted with this formula

(Sudjana, 2001:129):

$$P = \frac{f}{N} \times 100$$

P = Percentage

f = Frequence (the number of students who passed the grade score)

N = The number of students in the class

The questionnaire score would be formulated as follow (Kurniasih and Sani,

2014:43):

$$Student\ score = \frac{Obtain\ score}{Total\ score} \times 100$$

CHAPTER IV

FINDINGS

This chapter contains the finding found during the implementation of the technique in the classroom. The findings are about the data from interview, observation, questionnaire, test, and also the description of each phases of the cyclical activities that have been done by the researcher.

4.1 Research Implementation

The implementation of small group discussion technique was to improve students' reading comprehension achievement in the first year students of SMA Negeri 1 Tumpang, this research was done in one cycle that consisted of four meetings and each meeting took 90 minutes. This research was conducted on June 14th, 2016 until June 21st, 2016. The description of the implementation of small group discussion technique was described as follows.

4.1.1 First Meeting

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 (see appendix 1). There were 34 students attended the class. First, the researcher opened the class by greeting the students and start to tell the students that the researcher would teach them for 4 meetings. Then the researcher asked the students to pray before the researcher checked their attendance list. After that, the researcher

told the students about the material they would be learned in the first meeting until the fourth meeting through small group discussion.

The researcher divided the students into some small group discussion, one group consisted of 3-4 students. Then, the researcher stimulated the students about explanation text through some questions like “Do you know about kinds of text in English? If you know, please mention it”. Next, the researcher gave an example of explanation text in a sheet of paper into each group (see students’ handout 1). The 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 asked the students to read the example of explanation text with their small group discussion and answer the questions about it in a sheet of paper, of course in small group discussion too (see students’ handout 1).

Next, the researcher asked the students to discuss and found the generic structure and main idea of explanation text (see students’ handout 1). After the 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 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 structure and main idea of each paragraph of the explanation text that the researcher gave before (see students’ handout 3) and the researcher finished the class on that day by greeting the students.

The researcher and the collaborator observed the students' activities of teaching and learning process in the classroom. According to the observation checklist in this meeting, the researcher did the activities based on the lesson plan, but the researcher did not give the review about the previous material and in the end of the activities the researcher did not ask the students to pray together. While based on field note in the first meeting, the researcher forgot to lead students to pray in the end of the activity. The researcher only gave one example of explanation text about the water cycle, so the researcher should take more various example about explanation text. When the researcher explained the generic structure of explanation text, 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 with the classroom activities. Although there was some activities that did not apply by the researcher, but it was not give serious impact toward the teaching and learning process.

4.1.2 Second Meeting

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 researcher opened the class by greeting the students and asked the students to pray 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.

Then, the students gathered with their groups like the previous meeting and 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 of each paragraph. The representative of each group explained their result of their discussion about their homework. After that, the researcher gave a jumbled explanation text to every small group discussion (see students' handout 4). The researcher asked the students to arrange the jumbled text into a good arrangement 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 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 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 from field note in the second meeting, the researcher reviewed the last meeting's 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 waiting for a few minute for students to finish their work, but the researcher did all 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 excited to arrange the jumble paragraph and answer the questions.

4.1.3 Third Meeting

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 (see appendix 1). There were 34 students attended the class. First, the researcher opened the class by greeting the students and asked the students to pray before the researcher checked their attendance list. After that, the researcher told the students what the material they would be learned in the third meeting.

The students gathered with their groups same as the previous meeting to review about the materials that they had learned before. Then, the researcher gave 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 about that text (see students' handout 5). After their finished, the students and the researcher discussed the right answers about the text together.

The next activity reviewed about what the students had learned in the third 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 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 third meeting, the researcher also run the activities based on the lesson plan for the third meeting. Based on field note in the third meeting, the researcher did the whole activities based on the lesson plan and made the students understood more by reviewing the explanation text. The classroom situation was

conductive while the students did the discussion with their groups. Based on the explanation above, the researcher applied the lesson plan well. Yet during the activities, the researcher had a little bit problem in managing the time and too fast in explaining the explanation text and made students little bit confused.

4.1.4 Fourth Meeting

The fourth meeting was done on Tuesday, June 21st, 2016 in 90 minutes. The post-test has done in this meeting. There were 34 students attended the class. First, the researcher opened the class by greeting the students and asked the students to pray before the researcher checked their attendance list.

The researcher gave a chance for the students to ask a question related to explanation text. Then, the researcher gave a post-test consists of 20 multiple choices questions and asked the students to finished it in 60 minutes individually.

After the students finished with their work, the students collected their work into the researcher's table, then the researcher gave them a questionnaire. The researcher asked all of the students to fill the questionnaire. The last the researcher greeted the students.

The researcher and the collaborator observed the students' activities of teaching and learning process in the classroom. Based on the observation checklist in this meeting, the researcher did the activities based on lesson plan that was post-test. From field note in this meeting, there was not many note, because the researcher only conducted post-test and asked the students to submit it. However, the researcher was good in implementation of lesson plan.

4.2 Result of the Interview

The researcher interviewed the English teacher before conducting the classroom action research (see appendix 2). The interview was about the problems during the teaching and learning reading comprehension faced by students, the factor that affected the problems, students' reading comprehension achievement score, and teacher's technique to teach reading comprehension. The interview was done on April 15th, 2016. Based on the interview, the researcher found that there 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 still confused in comprehending the text by themselves. Based on the teacher's perspective, the problems were affected by some factors, such as students' knowledge and motivation in reading.

According to the teacher, 65% students' reading comprehension achievement was under 75, while the success achievement indicator was 80% students can pass the grade score. Based on teacher's explanation, to solve students' problem, the teacher taught reading comprehension by gave those many reading text and asked 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.

4.3 Result of Post-Test

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

so the researcher only conducted the post-test. The purpose of this test was to know students' score and to measure the result of students' reading comprehension achievement after being taught with small group discussion technique. This test consisted of twenty multiple choice questions and 5 points of each number with the right answer.

The percentage of students' reading comprehension achievement before being taught with small group discussion according to the English teacher:

$$\text{Preliminary} = \frac{f}{N} \times 100\%$$

$$\text{Preliminary} = \frac{12}{34} \times 100\%$$

$$\text{Preliminary} = 35\%$$

According to the criteria of success of this classroom action research, the researcher calculated the percentage of students who passed the post-test based on the formula below.

$$\text{Post - test} = \frac{f}{N} \times 100\%$$

$$\text{Post - test} = \frac{28}{34} \times 100\%$$

$$\text{Post - test} = 82\%$$

According to the data above, the students who got the score above the grade score of reading comprehension before being taught with small group discussion were 12 students. Therefore the percentage of students who passed the grade score was 35%. For the post-test, the students who got the score above the grade score were 28 students. As a result, the percentage of students who passed the grade score

was 82%. It can be concluded that the collaborative classroom action research was success because more than 80% students passed the grade score. The diagram below shows the percentage of students' test result between preliminary study and post-test.

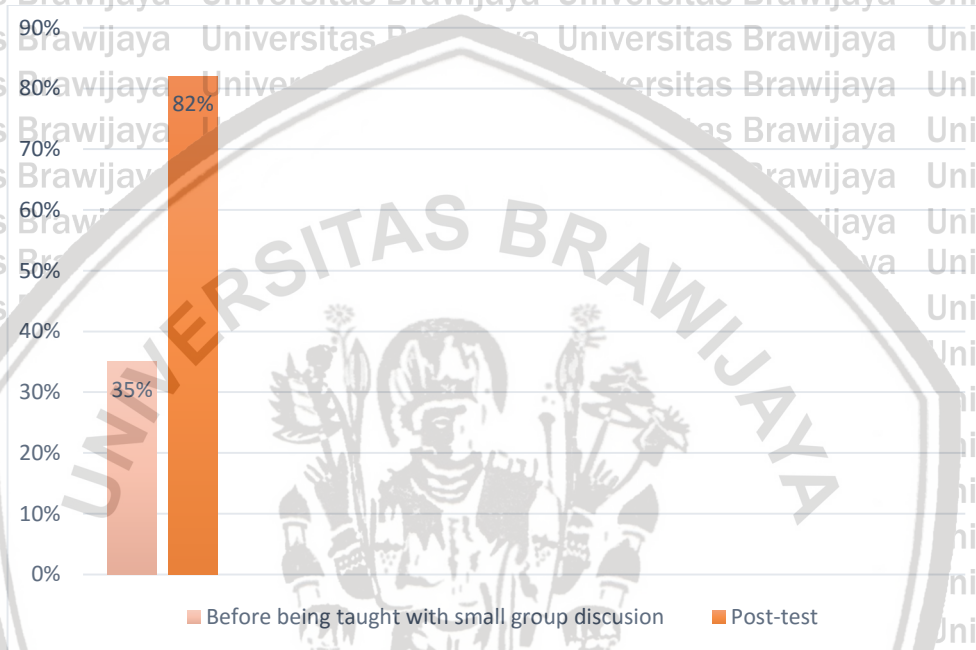


Figure 4.1 The percentage of students' test result in preliminary study and post-test

4.4 Result of Questionnaire

The questionnaire administered in the last meeting. The questionnaire represented students' interest, students' motivation, and the questionnaire was useful to know students responses toward the implementation of small group discussion. The detail result of the questionnaire described below.

Based on the tables above, for the question number 1, was about students' interest in using small group discussion in reading comprehension, 71% students answered A (very important), 29% students answered B (important), 0% students

answered C (less important) and 0% D (unimportant). It showed all of the students interested toward small group discussion and think that small group discussion was important in doing reading comprehension. For question number 2, was about students' opinion about the topic gave by the teacher, 56% students answered A (very easy), 35% students answered B (easy), 8,8% students answered C (difficult), and 0% students answered D (very difficult). It showed that almost all of the students said that the topic gave by the teacher was very easy. For question number 3, was about students' opinion in using small group discussion in learning English to understand and develop the materials, 59% students answered A (very agree), 41% students answered B (agree), 0% students answered C (less agree) and D (disagree). It showed that the all of the students agreed to used small group discussion in learning English to understand and develop the materials. For question number 4, was about the explanation the way to determine the main idea, title/topic according to the students in reading, 53% students answered A (very helpful), 47% students answered B (helpful), 0% students answered C (less helpful) and D (not helpful). It showed that all of the students felt that the explanation about the way to determine the main idea, title/topic in reading was very helpful to them. Question number 5 was about students' responses toward the teacher's way in applying small group discussion. 56% students answered A (really like), 41% students answered B (like), 3% students answered C (less like), and 0% students answered D (dislike). It showed that almost all of the students were really like the way the teacher applied small group discussion. Question number 6 was about students' opinion if the teacher combine the member of small group discussion, means that boys and girls

or the smartest one with the less. 41% students answered A (very agree), 41% students answered B (agree), 18% students answered C (less agree), and 0% students answered D (disagree). Almost all of the students answered very agree and agree, so almost of them agreed if the teacher combine the member of small group discussion, mean that boys and girls or the smartest one with the less. Number 7 was about students' motivation in reading by using small group discussion. 59% answered A (very motivated), 35% answered B (motivated), 6% answered C (less 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 students' responses in learning English by using small group discussion. 59% students answered A (very easy), 35% students answered B (easy), 6% students 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 discussion technique made the students easier in learning reading especially in English. Question number 9 was about the students' responses about small group discussion to help the students in understanding the topic. 62% students answered A (very can), 38% students answered B (can), 0% students answered C (less can) 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 about the students' opinion if the teacher accustom to use small group discussion 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

teacher accustomed to use small group discussion technique in teaching reading comprehension.

The following table is the result of questionnaire from students' responses toward small group discussion.

Table 4.1 The result of Questionnaire

Question	The number of students who choose the answer			
	A	B	C	D
1	24	10	0	0
2	19	12	3	0
3	20	14	0	0
4	18	16	0	0
5	19	14	1	0
6	14	14	6	0
7	20	12	2	0
8	20	12	2	0
9	21	13	0	0
10	19	15	0	0

Table 4.2 The Percentage of Questionnaire

Question	The percentage of students who choose the answer			
	A	B	C	D
1	71%	29%	0%	0%
2	56%	35%	9%	0%
3	59%	41%	0%	0%
4	53%	47%	0%	0%
5	56%	41%	3%	0%
6	41%	41%	18%	0%
7	59%	35%	6%	0%
8	59%	35%	6%	0%
9	62%	38%	0%	0%
10	56%	44%	0%	0%

According to the students' responses from the result of questionnaire above, the researcher concluded that small group discussion technique were interesting and motivating for the students in learning reading comprehension. It made students easier in learning reading comprehension, especially in explanation text.

4.5 Reflection

The research was conducted in four meetings. The researcher had less time management in managing classroom. Thus, the researcher forgot to ask the students to pray. Overall, the researcher did all of the activity based on the lesson plan. After finding the result of the research, the researcher concluded that there was a significant improvement toward students' achievement in reading comprehension. There were twelve students who passed the grade score before being taught with small group discussion which was 35%. After the researcher implemented the technique in the classroom, the researcher conducted a post-test. From the result of the post-test, it could be seen that students' reading comprehension achievement from twelve students became twenty eight students who got the score above the grade score which became 82%. Therefore, this research had reached the criteria of success. The students' improvement indicated that the research got good result from activities of reading comprehension through small group discussion technique. The use of small group discussion technique could make the students easier in understanding in the form of explanation text. Small group discussion technique could also motivated the students in reading comprehension especially in explanation text. By using small group discussion technique, students could free to

talk, worked together to solve their problems, discussed, and shared their knowledge about the explanation text with their friends. So, the researcher stopped the research because the research had already reached the criteria of success in this research.



CHAPTER V

DISCUSSION

This chapter gives the discussion of research findings by correlating some theories deals with students' improvement in reading comprehension.

5.1 Students' Improvement in Reading Comprehension

According to students' result in post-test, there was an improvement toward students' achievement in reading comprehension by using small group discussion technique. Students who got the score above the minimum grade score of reading comprehension before being taught with small group discussion technique were 12 students. It means that only 35% students could pass the minimum grade score of mastering English lesson in SMA Negeri 1 Tumpang that was 75. While from the result of post-test or after the students being taught with small group discussion technique, 82% students could answer the questions from reading text and pass the minimum grade score, so the students who got the score above the minimum grade score were 28 students. It means that the students can understand and derive the meaning of the text, so they can answer the questions correctly. In line with that, reading will be success if the reader can comprehend the text well, as Grabe and Stoler (2002:17) said that reading comprehension is an ability of understanding and interpreting information in the text correctly.

From the discussion above, the researcher concluded that the students' reading comprehension achievement was success, because more than 80% students passed the minimum grade score of mastering English lesson in SMA Negeri 1 Tumpang. Besides that, according to the questionnaire given to the students, the researcher found that small group discussion technique worked well in improving students' reading comprehension achievement, because by using small group discussion technique, students were free to talk, discuss, give their opinion and ideas, and share their knowledge with their friends. It is in line with what Brewer (1997:27) had said that group discussion help the students participate freely and actively. Besides, by using small group discussion technique, it is a good way to get students interested in topic, made the students more cooperative and student more easily understand another students' explanation. It is supported by the result of the observation and field note which had been done. It happened because small group discussion technique made the classroom atmosphere became fun which let the students to participate actively in teaching and learning activity.

Based on the data above, it can be concluded that small group discussion technique can improve students' reading comprehension achievement, especially in the explanation text. It showed that learning reading comprehension by using small group discussion technique could stimulate them to be more active and share their knowledge with their friends. Thus, small group discussion technique was a good technique to improve students' reading comprehension achievement.

CHAPTER VI

CONCLUSION AND SUGGESTION

This collaborative classroom action research which deal with improving the first year students' reading comprehension achievement through small group discussion technique at SMA Negeri 1 Tumpang can be finally concluded in this chapter. Some practical suggestions are also recommended in this chapter, so that the findings of this research can provide some benefits for the English teachers, the first year students of SMAN 1 Tumpang, and further researcher.

6.1 Conclusion

The present research was conducted to find out whether the small group discussion technique can improve students' achievement in reading comprehension.

The first year students of SMA Negeri 1 Tumpang was selected by conducting a preliminary study. Based on the study, it showed that the students faced some problems in their reading comprehension, so the researcher decided to used small group discussion technique to solve the problems that faced by the students in reading comprehension. The result of the research showed that small group discussion technique can improve students' reading comprehension achievement especially in explanation text. The improvement of students' reading comprehension achievement could be seen from preliminary study and post-test. In preliminary study or before the students being taught with small group discussion technique, the percentage of reading comprehension score of the students who

passed the grade score was 35%, while the percentage of reading comprehension post-test was 82%. It means that the percentage of post-test reached the minimum percentage of passing grade that was 80% of the students can reach 75.

The conclusion could also be drawn that small group discussion technique was also able to improve and maintain the students' motivation, interest, and enjoyment in learning English as it was shown by the result of observation. The result of questionnaire also indicated that a good finding of term students' responses toward the small group discussion technique.

6.2 Suggestion

Based on the conclusion that has been discussed before, the researcher would like to give some suggestions as follow:

For the English teachers, it is suggested to use small group discussion technique as one alternative of good technique in teaching reading comprehension since it can build up students' interest, participation, and motivation in reading comprehension.

In teaching and learning process, the most important single factor is the teacher who has to promote friendly and fun classroom situation. The teacher should be sensitive in creating, selecting, and organizing the teaching aids and manipulating the media to manage the class activities, simulating, and maintaining the interest of the students, it can help the teacher in teaching reading comprehension with its components such as finding word meaning, important information, and main idea.

It is benefiting for the students' ability in reading comprehension as well as improve and increase their achievement in reading.

For the students, they should to do more practice in reading in order to increase their achievement in reading comprehension. It is recommended for students to read more, not only in the classroom, but also at home because it can help them to improve the other language component such as vocabulary. For further researchers, they can do another research with the similar research problem as in this research with good in implementation of the lesson plan.



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Appendix 1

RENCANA PELAKSANAAN PEMBELAJARAN

A. IDENTITAS

Nama Sekolah : SMA Negeri 1 Tumpang

Mata Pelajaran : Bahasa Inggris

Kelas : X-Bahasa dan Budaya-1

Materi Pokok : *Explanation Text*

Aspek/Skill : *Reading Comprehension*

Alokasi Waktu : 6 x 45 menit (3x pertemuan)

Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

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

KI 3 : Memahami, menerapkan, dan menganalisis pengetahuan (faktual, konseptual, procedural) dalam ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan

pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

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

No.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.1 Siswa datang tepat waktu. 1.1.2 siswa berusaha menggunakan bahasa Inggris di dalam kelas maupun di luar kelas.
2.	2.3 Menghargai perilaku tanggung jawab , peduli, kerja sama, dan cinta damai, dalam melaksanakan komunikasi fungsional.	2.3.1 Siswa mengerjakan tugas tepat waktu 2.3.2 Siswa bekerja sama dengan baik saat melaksanakan diskusi kelompok
3.	3.10 Menganalisis fungsi sosial, struktur teks, dan unsur	3.10.1 Siswa mengidentifikasi fungsi sosial, struktur teks, dan unsur

kebahasaan dari text *explanation* tentang gejala alam, terkait dengan mata pelajaran lain di kelas X, sesuai dengan konteks penggunaannya.

4. 4.12 Menangkap makna dalam teks *explanation* lisan dan tulis.

4.14 Menyusun teks *explanation* lisan dan tulis tentang gejala alam, terkait dengan mata pelajaran lain di kelas X, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

kebahasaan pada teks *explanation*

4.12.1 Siswa menjawab pertanyaan dalam teks *explanation* yang diberikan oleh guru.

4.12.2 Siswa mencari pokok pikiran yang ada di dalam teks *explanation*

4.12.3 Siswa mencari bagian-bagian struktur teks yang ada dalam teks *explanation*

4.14.1 Siswa mengurutkan bagian-bagian teks *explanation* acak menjadi paragraf yang benar dan sesuai struktur teks

B. TUJUAN PEMBELAJARAN

1. Setelah melakukan pembelajaran ini siswa diharapkan dapat:

- Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada teks *explanation*
- Menjawab pertanyaan dalam teks *explanation* yang diberikan oleh guru.
- Mencari pokok pikiran yang ada di dalam teks *explanation*
- Mencari bagian-bagian struktur teks yang ada dalam teks *explanation*
- Mengurutkan bagian-bagian teks *explanation* acak menjadi paragraf yang benar dan sesuai struktur teks

2. Setelah melakukan pembelajaran ini siswa diharapkan memiliki rasa tanggung jawab, peduli, dan kerja sama yang baik.

C. MATERI PEMBELAJARAN

1. Fungsi Sosial

Menjelaskan terjadinya gejala alam dan sosiokultural secara ilmiah.

2. Struktur Teks

- General Statement, introduces the topic to be explained
- Series of Sequenced Paragraphs, explain why or how something happen
- Concluding Paragraph, concluding statement to tie up the explanation

3. Unsur Kebahasaan

- Simple Present tense
- Passive voice
- Time connectives (first, then, next, finally)
- Causal connectives (if, so, because)
- *Because, as a result, so*

4. Topik

Gejala alam dan gejala sosiokultural yang terkait dengan mata pelajaran lain di kelas X, dengan memberikan keteladanan tentang perilaku peduli, percaya diri, cinta damai, bertanggung jawab.

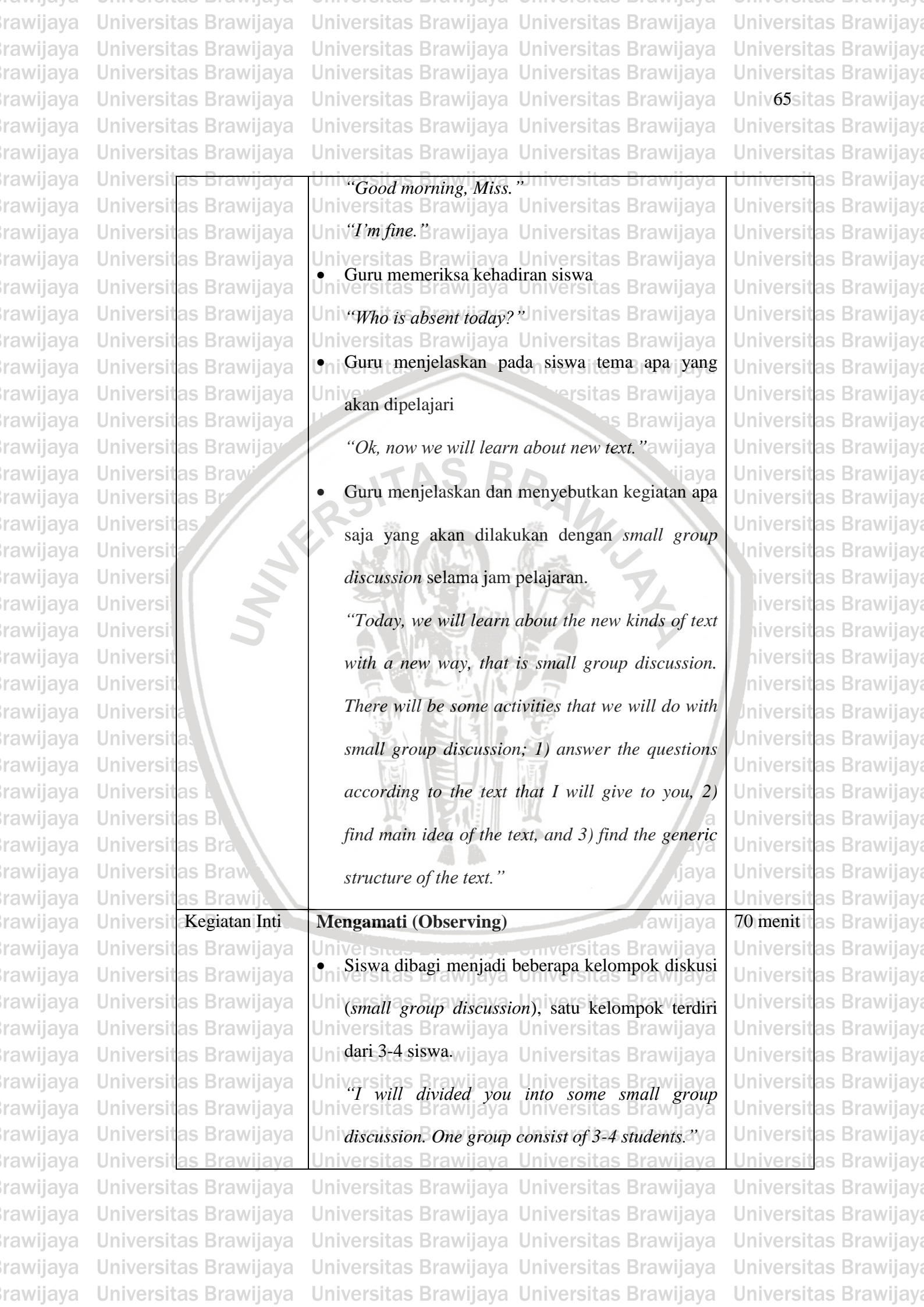
D. METODE PEMBELAJARAN

- Pendekatan : Scientific Approach
- Model Pembelajaran : Project Based Learning
- Teknik : Small Group Discussion

E. LANGKAH-LANGKAH PEMBELAJARAN

PERTEMUAN I

Fase	Kegiatan Pembelajaran	Waktu
Kegiatan Awal (Pendahuluan)	<ul style="list-style-type: none"> • Guru mengucapkan salam pada siswa <i>"Good Morning, students."</i> <i>"How are you?"</i> • Siswa menjawab salam guru 	10 menit



	<p><i>"Good morning, Miss."</i></p> <p><i>"I'm fine."</i></p> <ul style="list-style-type: none"> • Guru memeriksa kehadiran siswa <p><i>"Who is absent today?"</i></p> <ul style="list-style-type: none"> • Guru menjelaskan pada siswa tema apa yang akan dipelajari <p><i>"Ok, now we will learn about new text."</i></p> <ul style="list-style-type: none"> • Guru menjelaskan dan menyebutkan kegiatan apa saja yang akan dilakukan dengan <i>small group discussion</i> selama jam pelajaran. <p><i>"Today, we will learn about the new kinds of text with a new way, that is small group discussion. There will be some activities that we will do with small group discussion; 1) answer the questions according to the text that I will give to you, 2) find main idea of the text, and 3) find the generic structure of the text."</i></p>	65
Kegiatan Inti	<p>Mengamati (Observing)</p> <ul style="list-style-type: none"> • Siswa dibagi menjadi beberapa kelompok diskusi (<i>small group discussion</i>), satu kelompok terdiri dari 3-4 siswa. <p><i>"I will divided you into some small group discussion. One group consist of 3-4 students."</i></p>	70 menit

- Guru menstimulus siswa tentang jenis-jenis teks dan mengarahkan siswa melalui pertanyaan-pertanyaan menuju pengetahuan *explanation text*.

1. “Do you know about kinds of text in English?

If you know, please mention it.”

2. “What about the text to explain something?

For example you want to explain about the process of making a chocolate? What kind of text is it?”

- Siswa diberi contoh teks *explanation* dalam selembar kertas yang dibagikan untuk setiap kelompok diskusi. (students’ handout 1, page 53)
- Guru menjelaskan tentang *explanation text* dalam bentuk *slide show* (students’ handout 2, page 55)

Menanyakan (Questioning)

- Siswa membaca text *explanation* yang diberikan oleh guru. (students’ handout 1, page 53)
- Guru memandu siswa untuk menanyakan maksud suatu kalimat atau kata yang baru di dalam teks.

“Did you have a difficult word or sentence?”

“Please find the meaning in your dictionary.”

Mengeksplorasi (Exploration)

- Guru meminta siswa untuk menjawab pertanyaan

yang ada pada students' handout 1.

"Please discuss the text and the questions, then answer the questions in your handout based on the text, correctly. Write it in the answer sheet."

- Siswa menjawab pertanyaan terkait tentang text yang diberikan oleh guru di lembar jawaban, secara berdiskusi. (students' handout 1, page 53)

Mengasosiasikan (Association)

- Guru meminta siswa untuk mencari *generic structure* dan pokok pikiran yang ada pada teks yang diberikan. (students' handout 1, page 53)

"If you finish answering the questions of the text, please find the generic structure of the text and find the main idea of each paragraph. We will discuss it in the end of the class."

- Siswa berdiskusi mencari pokok pikiran dan struktur teks pada teks *explanation* yang diberikan oleh guru. (students' handout 1, page 53)

Mengkomunikasikan (Communicating)

- Guru mengarahkan siswa untuk membahas hasil diskusi bersama-sama, dengan meminta perwakilan masing-masing kelompok menjawab

	<p>pertanyaan yang telah diberikan sebelumnya.</p> <p><i>“Have you finished? Now, we will discuss the answer of the questions according to the text.”</i></p> <p><i>“Who can answer the question number 1?”</i></p> <p><i>“Who can answer the question number 2,3,?”</i></p> <p><i>“So, what is the main idea of the text? Or the text is talking about?”</i></p> <p><i>“Now, what about the generic structure of the text? Which part is general statement? Which part is series of statements?”</i></p> <p><i>“And is there any conclusion in text? If yes, which part is called conclusion?”</i></p>	
<p>Kegiatan Akhir (Penutupan)</p>	<ul style="list-style-type: none"> • Siswa dibimbing guru untuk merefleksikan pelajaran hari ini. <p>Guru:</p> <p><i>“So, what have we learned today?”</i></p> <p><i>“We can make a conclusion that explanation text is to ...”</i></p> <ul style="list-style-type: none"> • Guru memberikan apresiasi terhadap siswa karena telah mampu mengerjakan tugas, membantu teman, bekerjasama dalam kelompok, dan menjaga hubungan yang harmonis antar teman. 	<p>10 menit</p>

"All of you did a good job today. You can learn and work with your small group discussion very well. Thank you for your active participation"

- Guru menjelaskan tentang rencana kegiatan pembelajaran berikutnya.

"In the next meeting, we still learn about explanation text and all of you should learn and work with your small group discussion like today."

- Guru memberikan pekerjaan rumah, yakni guru memberikan satu *explanation text* pada masing-masing kelompok, serta meminta siswa untuk mencari struktur teks dan gagasan pokok tiap paragraf yang akan didiskusikan di pertemuan selanjutnya. (students' handout 3, page 57)

"I will give you a homework. You should do this with your small group discussion. I will give you an explanation text, and you should find the generic structure of the text in that paragraphs and please find the main idea of each paragraphs."

"Write it in the paper, and we will discuss it in the next meeting"

	<ul style="list-style-type: none"> • Guru mengucapkan salam pada siswa <i>“Good afternoon, students.”</i> <i>“See you in the next meeting.”</i> • Siswa menjawab salam guru <i>“Good afternoon, Miss.”</i> 	
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PERTEMUAN II

Fase	Kegiatan Pembelajaran	Waktu
Kegiatan Awal (Pendahuluan)	<ul style="list-style-type: none"> • Guru mengucapkan salam pada siswa <i>“Good Morning, students.”</i> <i>“How are you?”</i> • Siswa menjawab salam guru <i>“Good morning, Miss.”</i> <i>“I’m fine.”</i> • Guru memeriksa kehadiran siswa <i>“Who is absent today?”</i> • Guru menjelaskan dan menyebutkan kegiatan apa saja yang akan dilakukan dengan <i>small group discussion</i> selama jam pelajaran. <i>“Today, we will continue what have we learned yesterday, that is explanation text. There will be some activities that we will do with small group discussion like yesterday; 1) review about</i> 	10 menit

	<p><i>explanation text, 2) discuss the main idea of the text, 3) find the generic structure of the text, and 4) arranged the jumble paragraph into a good arrangement.”</i></p>	71
Kegiatan Inti	<p>Mengamati (Observing)</p> <ul style="list-style-type: none"> • Siswa berkumpul bersama dengan kelompok seperti pada pertemuan sebelumnya. • Siswa bersama guru mereview tentang pembelajaran mengenai explanation text pada pertemuan sebelumnya. • Siswa mengeluarkan pekerjaan rumah yang dikerjakan secara kelompok. (students' handout 3, page 57) <p>Menanyakan (Questioning)</p> <ul style="list-style-type: none"> • Guru memandu siswa untuk menanyakan tentang struktur teks dan unsur kebahasaan yang ada pada teks explanation yang belum mereka mengerti. <p><i>“Is there any difficulties in determining the generic structure of explanation text?”</i></p> <ul style="list-style-type: none"> • Guru memandu siswa untuk menanyakan maksud suatu kalimat atau kata yang baru di dalam teks. <p><i>“Did you have a difficult word or sentence in the text?”</i> (students' handout 3, page)</p>	70 menit

	<p>Mengeksplorasi (Exploration)</p> <ul style="list-style-type: none">• Siswa membahas pekerjaan rumah yang telah diberikan oleh guru pada pertemuan sebelumnya (students' handout 3, page 57)• Perwakilan masing-masing kelompok menyampaikan hasil diskusinya tentang pekerjaan rumah. <p>Mengasosiasikan (Association)</p> <ul style="list-style-type: none">• Setelah masing-masing kelompok selesai menyampaikan hasil diskusi pekerjaan rumah sebelumnya, siswa diberikan satu <i>explanation text</i> acak kepada masing-masing kelompok. (students' handout 4, page 58)• Siswa diminta oleh guru untuk menyusun paragraf acak (students' handout 4, page) tersebut menjadi satu <i>explanation text</i> yang sempurna serta menjawab pertanyaan yang diberikan (students' handout 4, page 58) <p>Mengkomunikasikan (Communicating)</p> <ul style="list-style-type: none">• Setelah selesai berdiskusi mengerjakan tugas, siswa bersama guru membahas apa yang telah dikerjakan.	
Kegiatan	<ul style="list-style-type: none">• Siswa dibimbing guru untuk merefleksi pelajaran	

Akhir

(Penutupan)

hari ini.

Guru:

“So, what have we learned today?”

“We can make a conclusion that explanation text is to ...”

- Guru memberikan apresiasi terhadap siswa karena telah mampu mengerjakan tugas, membantu teman, bekerjasama dalam kelompok, dan menjaga hubungan yang harmonis antar teman.

“All of you did a good job today. You can learn and work with your small group discussion very well. Thank you for your active participation”

- Guru menjelaskan tentang rencana kegiatan pembelajaran berikutnya.

“In the next meeting, we still learn about explanation text and all of you should learn and work with your small group discussion like today.”

- Guru mengucapkan salam pada siswa

“Good afternoon students and see you.”

- Siswa menjawab salam guru.

“Good afternoon, Miss”

PERTEMUAN III

Fase	Kegiatan Pembelajaran	Waktu
<p>Kegiatan Awal (Pendahuluan)</p>	<ul style="list-style-type: none"> • Guru mengucapkan salam pada siswa <i>“Good Morning, students.”</i> <i>“How are you?”</i> • Siswa menjawab salam guru <i>“Good morning, Miss.”</i> <i>“I’m fine.”</i> • Guru memeriksa kehadiran siswa <i>“Who is absent today?”</i> • Guru menjelaskan dan menyebutkan kegiatan apa saja yang akan dilakukan dengan <i>small group discussion</i> selama jam pelajaran. <i>“Today, we will continue what have we learned yesterday, that is explanation text. There will be some activities that we will do with small group discussion like yesterday; read an explanation text and answer the questions.”</i> 	<p>10 menit</p>
<p>Kegiatan Inti</p>	<p>Mengamati (Observing)</p> <ul style="list-style-type: none"> • Siswa berkumpul bersama dengan kelompok seperti pada pertemuan sebelumnya. • Siswa bersama guru mereview tentang pembelajaran mengenai <i>explanation text</i> pada 	<p>70 menit</p>

pertemuan sebelumnya.

- Masing-masing kelompok diberi satu teks *explanation* (students' handout 5, page 60)
- Siswa membaca text yang telah diberikan oleh guru (students' handout 5, page 60)

Menanyakan (Questioning)

- Guru memandu siswa untuk menanyakan tentang struktur teks dan unsur kebahasaan yang ada pada teks *explanation* yang belum mereka mengerti.

"Is there any difficulties in determining the generic structure of explanation text?"

- Guru memandu siswa untuk menanyakan maksud suatu kalimat atau kata yang baru di dalam teks.

"Did you have a difficult word or sentence in the text?" (students' handout 5, page 60)

Mengeksplorasi (Exploration)

- Siswa membaca teks *explanation* bersama kelompok masing-masing. (students' handout 5, page 60)

Mengasosiasikan (Association)

- Siswa berdiskusi untuk menjawab pertanyaan yang diberikan oleh guru (students' handout 5, page 60)

	<p>Mengkomunikasikan (Communicating)</p> <ul style="list-style-type: none"> • Siswa beserta guru membahas hasil pekerjaan yang telah didiskusikan. 	
<p>Kegiatan Akhir (Penutupan)</p>	<ul style="list-style-type: none"> • Siswa dibimbing guru untuk merefleksi pelajaran hari ini. <p><i>Guru:</i></p> <p><i>“So, what have we learned today?”</i></p> <p><i>“We can make a conclusion that explanation text is to ...”</i></p> <ul style="list-style-type: none"> • Guru memberikan apresiasi terhadap siswa karena telah mampu mengerjakan tugas, membantu teman, bekerjasama dalam kelompok, dan menjaga hubungan yang harmonis antar teman. <p><i>“All of you did a good job today. You can learn and work with your small group discussion very well. Thank you for your active participation”</i></p> <ul style="list-style-type: none"> • Guru menjelaskan tentang rencana kegiatan pembelajaran berikutnya. <p><i>“In the next meeting, we will make a review about explanation text and conduct a post-test.”</i></p> <ul style="list-style-type: none"> • Guru mengucapkan salam pada siswa <p><i>“Good afternoon students and see you.”</i></p>	<p>10 menit</p>

	<ul style="list-style-type: none"> • Siswa menjawab salam guru. <p><i>“Good afternoon, Miss”</i></p>	
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PERTEMUAN IV

Fase	Kegiatan Pembelajaran	Waktu
Kegiatan Awal (Pendahuluan)	<ul style="list-style-type: none"> • Guru mengucapkan salam pada siswa <i>“Good Morning, students.”</i> <i>“How are you?”</i> • Siswa menjawab salam guru <i>“Good morning, Miss.”</i> <i>“I’m fine.”</i> • Guru memeriksa kehadiran siswa <i>“Who is absent today?”</i> • Guru menjelaskan dan menyebutkan kegiatan apa saja yang akan dilakukan dengan <i>small group discussion</i> selama jam pelajaran. <i>“Today, we will make a review about explanation text and conduct a post-test.”</i> 	90 menit
Kegiatan Inti	<ul style="list-style-type: none"> • Siswa bersama guru mereview tentang pembelajaran mengenai explanation text pada pertemuan sebelumnya. <i>“Is there any difficulties about explanation text?”</i> 	

	<ul style="list-style-type: none"> • Post-test (dilaksanakan secara individu selama 60 menit) 	
Kegiatan Akhir (Penutupan)	<ul style="list-style-type: none"> • Guru mengucapkan salam pada siswa <i>“Good afternoon students and see you.”</i> • Siswa menjawab salam guru. <i>“Good afternoon, Miss”</i> 	

F. ALAT/BAHAN/SUMBER BELAJAR

Media : proyektor (*slide show*), papan tulis, *explanation text*

- Sumber Belajar :
- Buku mata pelajaran Bahasa Inggris siswa
 - Internet resources

G. PENILAIAN

Teknik Penilaian : Tes tertulis (post-test)

Bentuk Instrumen : Multiple Choice (20 soal) (terlampir)

Pedoman Penskoran :

Nilai = jumlah jawaban benar x 5

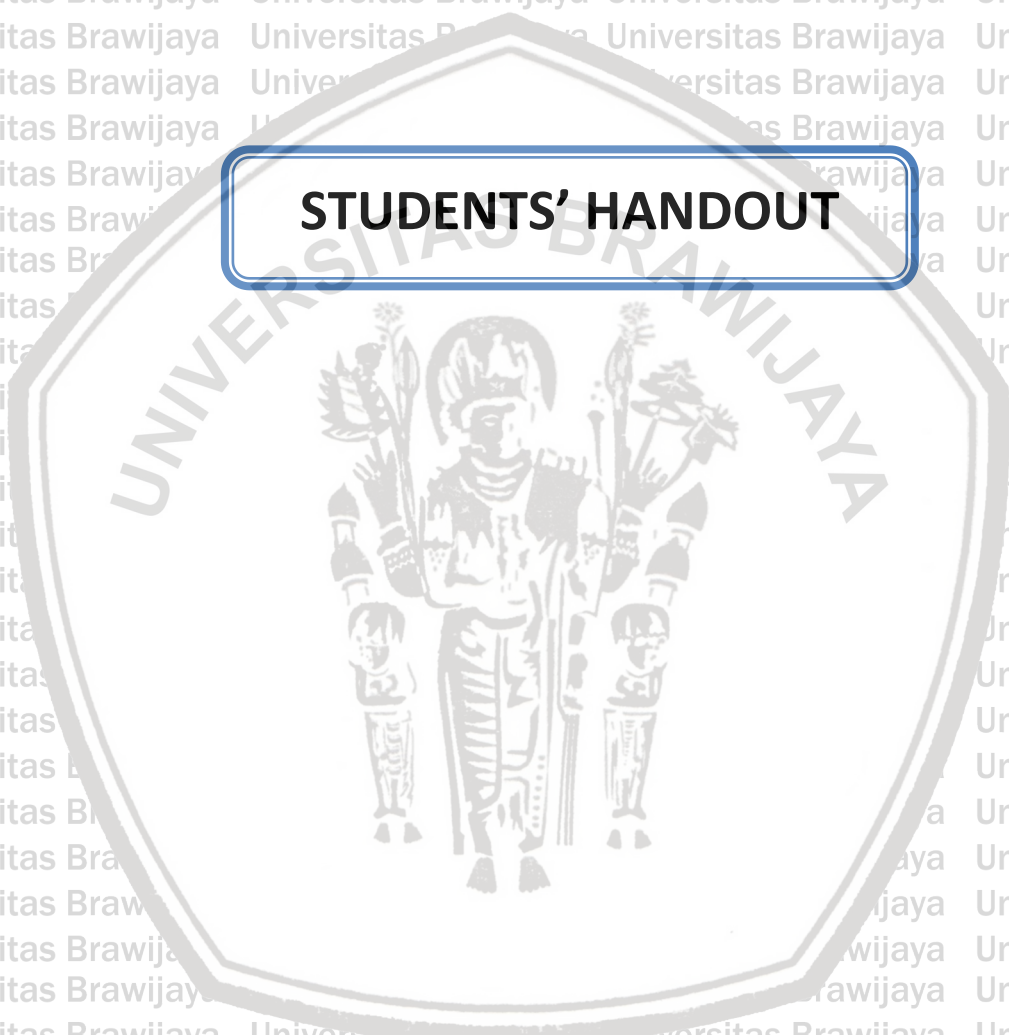
Kisi-kisi :

No.	Indikator	Butir Instrumen
1.	Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada teks <i>explanation</i> .	1, 2, 4, 10, 11, 14, 15
2.	Memahami fungsi sosial, struktur teks, dan unsur	3, 5, 6, 7, 8, 9,

	kebahasaan pada teks <i>explanation</i>	12, 13, 16, 17, 18
3.	Mengurutkan bagian-bagian teks <i>explanation</i> acak menjadi paragraf yang benar dan sesuai struktur teks	19, 20



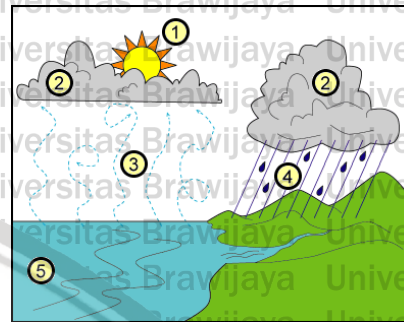
STUDENTS' HANDOUT



STUDENTS' HANDOUT I

The Water Cycle

The water cycle is also known as the hydrological cycle. There is the same amount of water on the Earth now as there was when the Earth began. The water cycle is how the earth's water recycles itself. The cycle includes precipitation, evaporation, condensation, and transpiration. Earth's water keeps changing



from liquid water to vapor and then back again. This cycle happens because of the sun's heat and gravity. How does the water cycle work?

First of all, water molecules from lakes, rivers, streams, reservoirs, and the sea get heated up by the sun and then turn into vapor that rises into the air. Next, these water molecules form into clouds; this is because a process called condensation occurs. When the air and the water cool, they form drops of water which then fall to the earth as rain. If they are frozen, they become snow or sleet.

Once the water reaches the ground, it can flow across the land until it reaches rivers, lakes, streams, or the sea. It can also sink into the ground and flow because of gravity through gaps in rock, gravel and sand. Because of this, it reaches these bodies of water too.

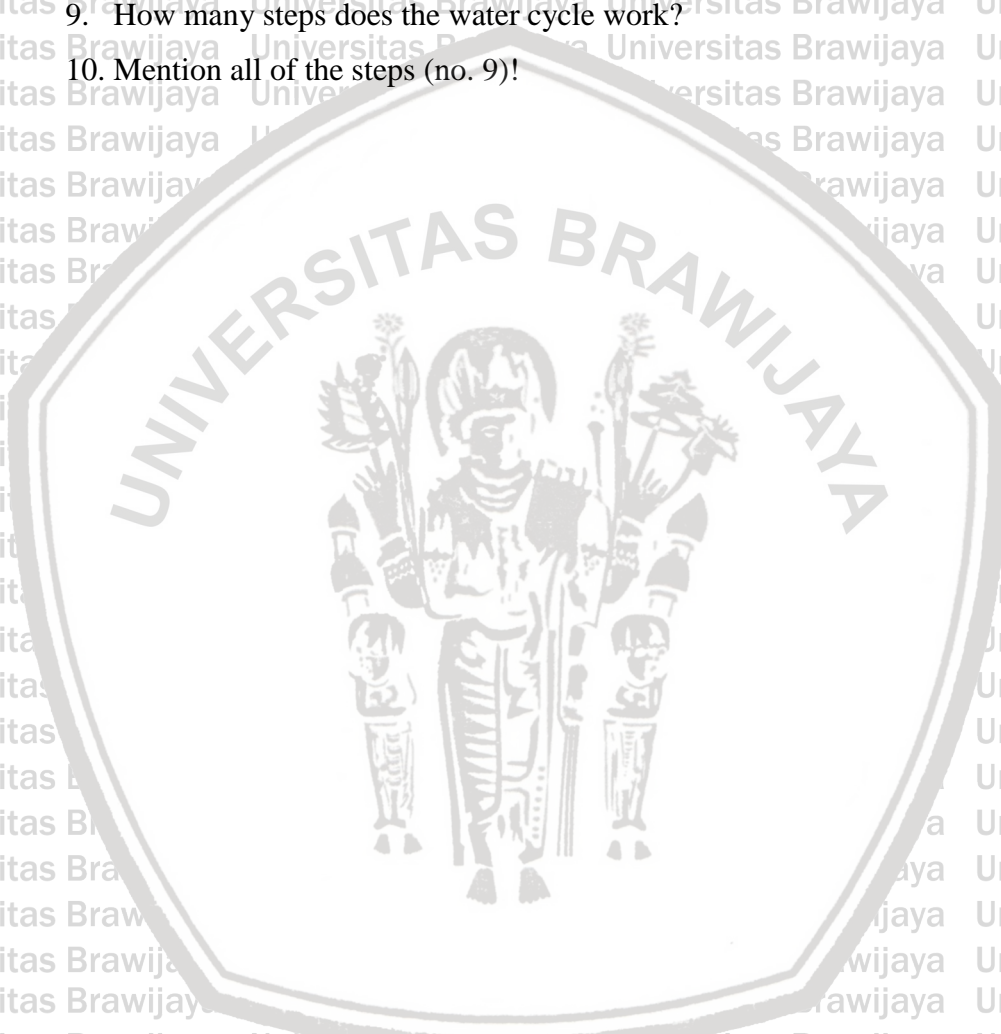
Now the cycle begins again, when water is evaporated once more.

Sumber: <https://retnooelan.wordpress.com/>

Answer the following questions with your group discussion in the answer sheet, based on the text above, correctly.

1. What is the water cycle?
2. What does it include of?
3. Is earth's water keeps changing from liquid water to vapor and then back again?

4. Why is the cycle happened?
5. Where does the air come from?
6. What is a condensation?
7. What is rain?
8. What is snow/sleet?
9. How many steps does the water cycle work?
10. Mention all of the steps (no. 9)!



STUDENTS' HANDOUT II

This handout is typed in power point, then the teacher show this handout to the students in front of the class with projector while explaining the topic to the students.



Explanation text

- Explanation is a text which tells processes relating to forming of natural, social, and scientific phenomena.
- Explanation text is written to explain 'why' and 'how' something in the world happen.

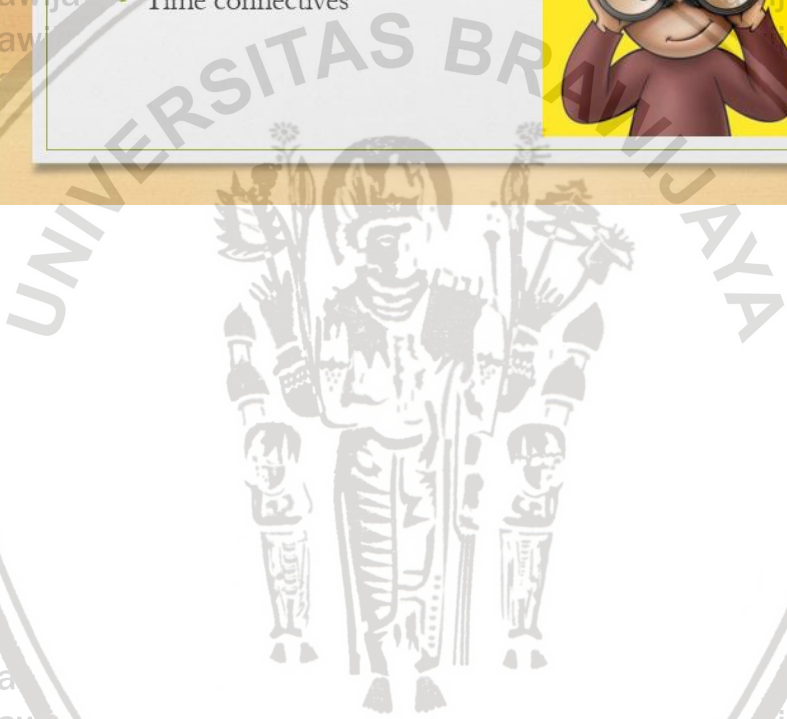
Structure of Explanation Text

- General Statement
- Series of Statements
- Conclusion



Language Features

- Simple Present Tense
- Passive Voice
- Technical terms
- Cause and effect terms
- Time connectives



STUDENTS' HANDOUT III

This text is used as a students' homework. So, the teacher should give this text and the questions also in the end of the class in the first meeting. Don't forget to ask the students to do this homework in small group discussion that has been formed before. This homework will be discussed in the next meeting.

HOMEWORK

Have you ever wondered how people get chocolate from? In this article we will enter the amazing world of chocolate do you can understand exactly what you're eating.

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.

The beans are fermented for about a week, dried in the sun and then 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 qualities and flavour, so they are often sorted and blended to produce a distinctive places have mix. Next, the roasted beans are winnowed. Winnowing removes the meat nib of the cacao bean from its shell. Then, the nibs are blended. The blended nibs are ground to make it a liquid. The liquid is called chocolate liquor. It tastes bitter. All seeds contain some amount of fat, and cacao beans are not different. However, cacao beans are half fat, which is why the ground nibs from liquid. It's pure bitter chocolate.

Source: <http://englishahkam.blogspot.co.id/2013/04/>

Answer the questions below based on the text, correctly.

1. Find the generic structure of explanation text in that paragraph.
2. Find the main idea of each paragraph.

STUDENTS' HANDOUT IV

This explanation text should be printed, and the teacher cut each of paragraph so it will be a jumble text. The teacher should give this text to the students in a jumble condition. Don't forget to give the following questions also. So in this handout, the students are asked to arrange the jumble paragraph into a good arrangement of an explanation text, then ask the students to answer the questions in a small group discussion also.

1. The sense of taste is one of a person's five senses. We taste with the help of taste-buds on the tongue. There are four main kinds of taste: sweet, sour, salty, and bitter. All the tastes are just mixtures of two or more of these main types.
2. The surface of the tongue has more than fifteen thousand taste-buds (or cells). These are connected to the brain by special nerves which send the 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 message to the brain. This will make us aware of the taste. All this happens in just a few seconds.
3. There are four kinds of taste-buds, each of which is sensitive to only a particular taste. These four groups are located in different parts of the tongue. The taste-bud for salty and sweet tastes are found round the tip of the tongue and along its sides. Sour tastes can be picked up only at the sides of the tongue. The taste-buds of the bitter taste are found at the innermost edge of the tongue. There are taste-buds at the centre of the tongue.
4. The senses of smell and sight can affect taste. The good smell of food increases its taste. Similarly, attractive colours can make food appear tastier and more delicious. If food does not smell good or is dull coloured, 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.

Source: <http://englishahkam.blogspot.co.id/2012/10/>

STEPS TO DO THIS WORK:

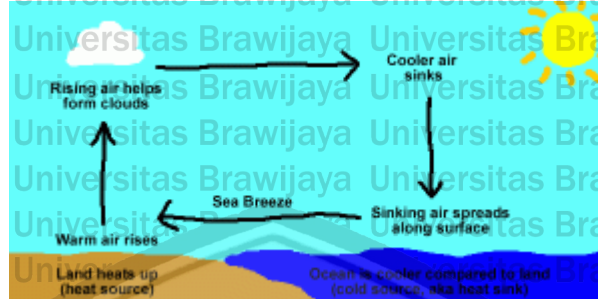
- Arrange these paragraphs into a good arrangement.
- Find the generic structure of explanation text in that paragraph.

→ Answer the questions below based on the text.

1. What is the purpose of the text?
 - a. To give a report about the sense of taste
 - b. To inform how important the tongue is
 - c. To explain how we can taste any food in the mouth
 - d. To describe the use of the tongue
 - e. To tell the taste of the food
2. We can taste any kind of food because of ...
 - a. The good smell of food
 - b. The four main kinds of taste
 - c. The taste-buds in the tongue
 - d. The senses of smell and sight
 - e. The taste-buds round the tip of the tongue
3. When we eat very hot or cold food ...
 - a. The food will lose its taste
 - b. The food won't smell good
 - c. The taste of the food increases
 - d. The taste-buds will be sensitive
 - e. The taste-buds will be very responsive
4. The senses of smell and sight ...
 - a. Increase the taste of the food
 - b. Affect the taste of the food
 - c. Make the food more delicious
 - d. Make the food look good
 - e. Make the food more attractive

STUDENTS' HANDOUT V

What causes weather?



Weather is the physical condition of the atmosphere at a particular time. It includes temperature, air pressure and water content.

Weather is produced when air moves from place to place. This moving air is known as wind. Winds are caused by warm air rising and cooler air moving in to replace it. Warm air is usually less dense (lighter) than cool air; therefore, it creates low air pressure. Cool air is denser (heavier) and creates high pressure.

Usually we have fine weather when the air pressure is high and clouds, rain or snow when the air pressure drops.

Source: <https://retnooelan.wordpress.com/>

State whether the answer is true (T) or false (F) based on the text.

1. Weather is the physical condition of the atmosphere at a particular time
2. Weather is not produced when air moves from place to place
3. The moving air is known as cloud
4. Warm air is usually less dense (lighter) than cool air
5. Cool air is more dense (heavier) and creates high pressure

Answer the question based on the text.

1. What is the weather?
2. What is the wind?
3. What is the condition of warm air?
4. What is the condition of cool air?
5. When do we have a fine weather?

Appendix 3

This interview guide was for the teacher. The researcher used the interview guide only in preliminary study.

INTERVIEW GUIDE FOR THE TEACHER

1. What are the problems that you have during the process of teaching reading comprehension in the first year students of SMA Negeri 1 Tumpang?
2. What are the problems that faced by the students in reading comprehension?
3. What are the factors that affect the problems?
4. How is the students' reading comprehension achievement score that you have now?
5. Is there any teaching technique that you used to solve the students' problems in reading comprehension? If yes, what is the technique?

Adapted from Yuliasari's thesis (2014)

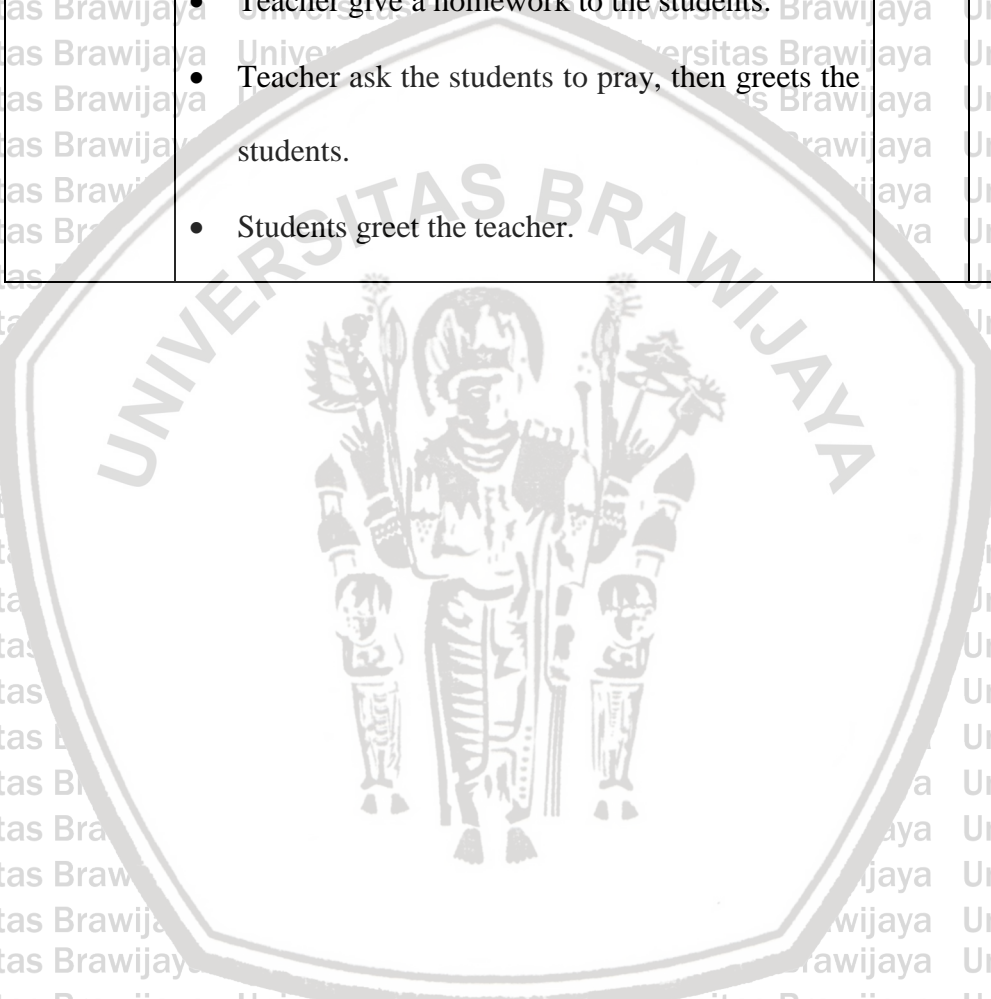
Appendix 4

OBSERVATION CHECKLIST I

Phase	Activities	Yes	No
Pre-Activity	<ul style="list-style-type: none"> • Teacher greets the students. • Students greet the teacher. • Teacher ask the students to pray, then check the students' attendant list. • Teacher explain to the students what the topic that will be learned today. • Teacher explain and mention the activity in the class with small group discussion. 		
While Activity	<p>Observing</p> <ul style="list-style-type: none"> • Students divided into some small group discussion, one group consists of 3 until 4 students. • Teacher stimulate the students about kinds of text and guide the students with some questions related to explanation text. • Every small group discussions get a sheet of explanation text given by the teacher. • Teacher explain about explanation text in form of slide show. 		

	<p>Questioning</p> <ul style="list-style-type: none"> • Students read the explanation text that given by the teacher. • Students are guided by the teacher to ask about the meaning or purpose of a word or sentence in the text. <p>Exploration</p> <ul style="list-style-type: none"> • Teacher ask the students to answer the questions in students' handout 1. • Students answer the questions related to the text that has been given by the teacher in a sheet of paper. <p>Association</p> <ul style="list-style-type: none"> • Teacher ask the students to find the generic structure and the main idea in the text. • Students discuss with their group to find the generic structure and main idea of the text. <p>Communicating</p> <ul style="list-style-type: none"> • Teacher guide the students to examine the result of the discussion, and ask the representative of each groups to answer the questions. 	
<p>Closing Activity</p>	<ul style="list-style-type: none"> • Students are guided by the teacher to reflect the lesson today and make a conclusion. 	

- Teacher appreciate the students work by giving a compliments.
- Teacher explain to the students about the next meeting's activities.
- Teacher give a homework to the students.
- Teacher ask the students to pray, then greets the students.
- Students greet the teacher.



OBSERVATION CHECKLIST II

Phase	Activities	Yes	No
Pre- Activity	<ul style="list-style-type: none"> • Teacher greets the students. • Students greet the teacher. • Teacher ask the students to pray, then check the students' attendant list. • Teacher explain to the students what the topic that will be learned today. • Teacher explain and mention the activity in the class with small group discussion. 		
While Activity	<p>Observing</p> <ul style="list-style-type: none"> • Students gather with their groups like the previous meeting. • Students and teacher make a review from the last lesson about explanation text. • Students prepare their homework that given by the teacher <p>Questioning</p> <ul style="list-style-type: none"> • Students are guided by the teacher to ask about the generic structures about the text and the language features. 		

	<ul style="list-style-type: none"> • Students are guided by the teacher to ask about the meaning or purpose of a word or sentence in the text. <p>Exploration</p> <ul style="list-style-type: none"> • Students discuss about the homework that has been given by the teacher in the previous meeting. • The representative of each groups deliver the result of their discussion. <p>Association</p> <ul style="list-style-type: none"> • After each of groups deliver their homework, teacher give one jumble explanation text to every groups. • Students are asked to arrange the jumble paragraphs into a good arrangement and answer the questions in the students' handout. <p>Communicating</p> <ul style="list-style-type: none"> • Students deliver their result of the discussion about arrange the jumble paragraph and answer the questions according to the text. 	
<p>Closing</p> <p>Activity</p>	<ul style="list-style-type: none"> • Students are guided by the teacher to reflect the lesson today and make a conclusion. • Teacher appreciate the students work by giving a compliments. 	

- Teacher explain to the students about the next meeting's activities.
- Teacher ask the students to pray, then greets the students.
- Students greet the teacher.



OBSERVATION CHECKLIST III

Phase	Activities	Yes	No
Pre- Activity	<ul style="list-style-type: none"> • Teacher greets the students. • Students greet the teacher. • Teacher ask the students to pray, then check the students' attendant list. • Teacher explain to the students what the topic that will be learned today. • Teacher explain and mention the activity in the class with small group discussion. 		
While Activity	<p>Observing</p> <ul style="list-style-type: none"> • Students gather with their groups. • Students with the teacher review about the previous lesson. • Every groups is given an explanation text by the teacher. <p>Questioning</p> <ul style="list-style-type: none"> • Students are guided by the teacher to ask about the generic structures about the text and the language features. 		

	<ul style="list-style-type: none"> • Students are guided by the teacher to ask about the meaning or purpose of a word or sentence in the text. <p>Exploration</p> <ul style="list-style-type: none"> • Students read the explanation text that has been given by the teacher. <p>Association</p> <ul style="list-style-type: none"> • Students discuss with their group to answer the questions according to the text. <p>Communicating</p> <ul style="list-style-type: none"> • Students with the teacher examine the result of the discussion. 	
<p>Closing Activity</p>	<ul style="list-style-type: none"> • Students are guided by the teacher to reflect the lesson today and make a conclusion. • Teacher appreciate the students work by giving a compliments. • Teacher explain to the students about the next meeting's activities. • Teacher ask the students to pray, then greets the students. • Students greet the teacher. 	

OBSERVATION CHECKLIST IV

Phase	Activities	Yes	No
Pre- Activity	<ul style="list-style-type: none"> • Teacher greets the students. • Students greet the teacher. • Teacher ask the students to pray, then check the students' attendant list. • Teacher explain to the students what the topic that will be learned today. • Teacher explain and mention the activity in the class with small group discussion. 		
While Activity	<ul style="list-style-type: none"> • Students with the teacher make a brief review about explanation text before conduct a post-test. • Post-test (in 60 minutes) 		
Closing Activity	<ul style="list-style-type: none"> • Teacher ask the students to pray, then greets the students. • Students greet the teacher. 		

Appendix 5

FIELD NOTES

Class :

Material :

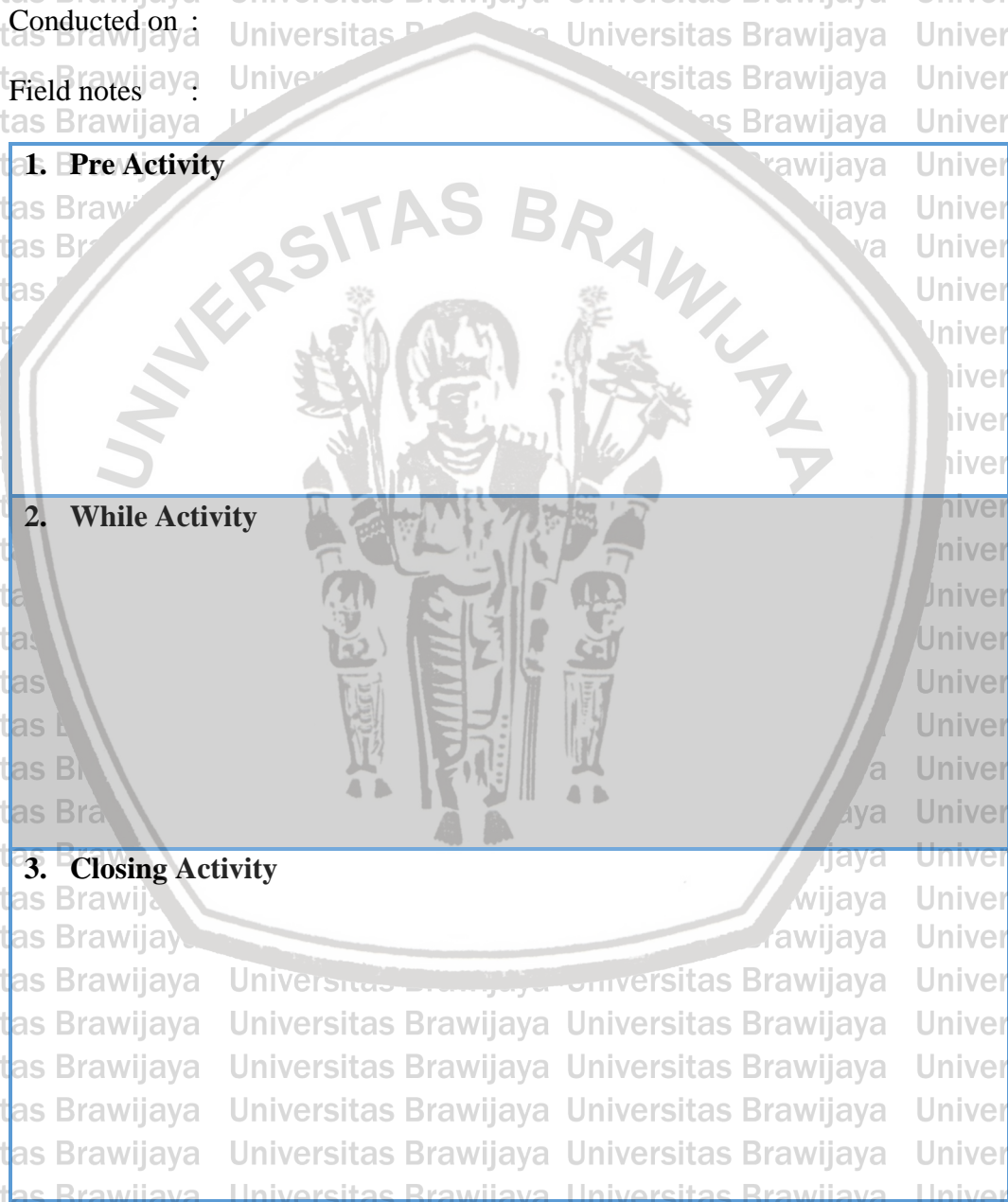
Conducted on :

Field notes :

1. Pre Activity

2. While Activity

3. Closing Activity



Appendix 6

POST TEST

Date :

Name :

Class :

Time : 60 minutes

Read the text carefully and then answer the following questions based on the text in sixty minutes. Choose the correct answer by crossing (X) a, b, c, d, or e directly in this paper.

The text below is to answer the questions number 1 until 5. Please read carefully and choose the correct answer according to the text.

Have you ever wondered how people get chocolate from? In this article we will enter the amazing world of chocolate do you can understand exactly what you're eating.

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.

The beans are fermented for about a week, dried in the sun and then 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 qualities and flavour, so they are often sorted and blended to produce a distinctive places have mix. Next, the roasted beans are winnowed. Winnowing removes the meat nib of the cacao bean from its shell. Then, the nibs are blended. The blended nibs are ground to make it a liquid. The liquid is called chocolate liquor. It tastes bitter. All seeds contain some amount of fat, and cacao beans are not different. However, cacao beans are half fat, which is why the ground nibs from liquid. It's pure bitter chocolate.

Source: <http://englishahkam.blogspot.co.id/2013/04/>

1. The text is about ...

a. The cacao tree

b. The cacao beans

c. The raw cacao

- d. The making of chocolate
e. The flavour of chocolate
2. The third paragraph focuses on ...
a. The process of producing chocolate
b. How to produce the cocoa flavour
c. Where the chocolate comes from
d. The chocolate liquor
e. The cacao fruit
3. "..., so they are often sorted and blended to produce ..." (paragraph 3)
The underlined word is close in meaning to ...
a. Arranged
b. Combined
c. Separated
d. Distributed
e. Organized
4. What is the chocolate liquor taste?
a. Sweet
b. Salty
c. Bitter
d. Sour
e. Flavourless
5. The beans are fermented for about ...
a. Three weeks
b. One week
c. Two days
d. One day
e. One month

Answer the questions number 6 to 10 according to the text below. So, read the text clearly.

How Is A Kite Flying?

A kite is an object which is made from a light material stretched over a frame. Due to its light material a kite will lift off the ground and fly when it is tilted into the wind.

A kite uses wind to make it fly because it is heavier than air. When wind travels over the surface of the kite, it is split into two streams of air. One stream of the air goes over the kite while the second stream goes under the kite.

The upper stream above the kite. The lower stream hits the kite at a shallow angle and creates an area of high pressure.

The high pressure area has a pushing effect while the low pressure area has a pulling effect. The combination of push and pull can create enough force to lift the kite into the air.

Kites have been known for thousands of years. They are used for military or scientific purposes. Today's kites are much used for leisure and competition.

Source: <http://megahappilyeverafter.blogspot.co.id/2014/12/>

6. What media which use by kite to fly?
 - a. Air
 - b. Water
 - c. Ground
 - d. Light
 - e. Wind
7. How many stream of air if we want the kite flying?
 - a. Two
 - b. One
 - c. Four
 - d. Three
 - e. There is no stream
8. The first Word of “ it” at the first line of paragraph two is refer to
 - a. Wind
 - b. Air
 - c. Kite
 - d. Frame
 - e. Fly
9. What is the function of the upper stream?
 - a. hits the kite at a shallow angle
 - b. creates an area of high pressure
 - c. creates an area of middle pressure
 - d. creates an area of low pressure
 - e. give space for kite to fly
10. Based on the text, what is the function of kite at past?
 - a. Used for competition
 - b. Used for military
 - c. Used for sent message

- d. Used for sent money
- e. Used for keep home for annoying evil

The text below is to answer the questions number 11 to 14. Read the text carefully and choose the correct answer according to the text.

Human body is made up of countless millions of cells. Food is needed to 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 they are needed. This process is called digestion.

The first digestive process takes place in the mouth. The food we eat is broken up into small pieces by the action of teeth, mixed with saliva, a juice secreted by glands in the mouth. Saliva contain digestive juices which moisten the food, so it can be swallowed easily.

From the mouth, food passes through the esophagus (the food passage) into stomach. Here, the food is mixed with juices secreted by the cells in stomach for several hours. Then the food enters the small intestine. All time the muscular walls 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 villi (microscopic branch projections from the intestine walls) and passed into the bloodstream.

Source: <http://abidinfaz.blogspot.co.id/2015/02/>

11. What is "digestion" mean?
- a. The process of replacing worn out cells
 - b. The process of changing food into substances that can be carried in the blood
 - c. The process of building up new cells
 - d. The process of taking food into our mouth
 - e. The process of providing energy
12. What is the first digestive juices?
- a. Esophagus
 - b. Glands
 - c. Saliva
 - d. Enzymes
 - e. Intestine

13. These are soon absorbed by the villi" (paragraph 4)

- The underline word refers to ...
- a. Juices

- b. Cells
- c. Foodstuff
- d. Villi
- e. Acids

14. The first digestive take place in ...

- a. Lips
- b. Tongue
- c. Mouth
- d. Nose
- e. Esophagus

Read the text carefully, then answer the following questions according the text.

The following text is to answer the questions number 15 to 18.

Weather is the physical condition of the atmosphere at a particular time. It includes temperature, air pressure, and water content.

Weather produced when air moves from place to place. This moving air is known as wind. Winds are caused by warm air rising and cooler air moving to replace it. Warm air is usually less dense that cool air. Therefore, it creates low air pressure. Cool air is denser and creates high air pressure.

Usually we have fine weather when the air pressure is high, and we will have clouds, rain or snow when air pressure drops.

Source:<http://megahappilyeverafter.blogspot.co.id/2014/12/exercise-explanation-text.html>

15. "..., it creates low air pressure."

The underline word is refer to ...

- a. Weather
- b. Warm air
- c. Cool air
- d. Air pressure
- e. Wind

16. When do we find wood weather?

- a. When air moves from place to place
- b. When there is moving air
- c. When warm air is less dense than cool air
- d. When air pressure drops
- e. When the air pressure is high

17. The statements are true, except ...

- a. A physical condition of the atmosphere at a particular time is called weather
- b. Air movement from place to place causes weather
- c. The moving air is called wind
- d. Warm air is usually denser than cool air
- e. When air pressure drops we usually have clouds

18. "Warm air is usually less dense than cool air."

The similar meaning of the underlined word is ...

- a. Compact
- b. Solid
- c. Slow
- d. Low
- e. Crowded

19. Arrange the following sentences into a good paragraph.

1. They crawl and eat bits of the leaf.
2. When it is about 15 weeks old, the female butterfly finds a place to lay her eggs and the life cycle begins again.
3. Inside this hard cover, it develops into its final shape.
4. As the caterpillar grows it loses one skin after two weeks and another after five weeks.
5. The life of butterfly begins when the mother butterfly lays her eggs on a leaf.
6. After four weeks, the butterfly comes out of the cocoon and flies away.
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 special cover for itself, called a cocoon.

a. 5-7-1-4-8-3-6-2

b. 5-8-6-1-4-3-7-2

c. 5-2-1-6-8-3-4-7

d. 5-7-8-3-1-4-6-2

e. 5-7-1-3-6-4-8-2

20. Arrange the following sentences to make a good paragraph.

1. Nature's recycling program for water is called the water cycle.
2. Rain or snow eventually finds their way back to the ocean.
3. Water falls from the air as rain or snow.
4. Water goes from the ocean, lakes, and rivers into the air.
5. One of the things nature recycles is water.

6. Did you know that nature recycles too?

7. Maybe you recycle cans, glass, and paper.

a. 7-6-5-4-3-2-1

b. 1-2-3-4-5-6-7

c. 5-6-3-4-7-1-2

d. 2-1-4-3-6-7-5

e. 7-5-4-6-3-2-1



Appendix 7

QUESTIONNAIRE FOR STUDENTS

Nama :

Kelas :

No. Absen :

Petunjuk Mengerjakan:

Jawablah pertanyaan pada kuisioner di bawah ini sesuai dengan keadaan anda yang sebenarnya, dengan cara memberikan tanda (X) pada huruf A, B, C, atau D.

Pertanyaan:

1. Bagaimana menurut anda diskusi kelompok dalam Reading Comprehension?
 - A. Sangat perlu
 - B. Perlu
 - C. Kurang perlu
 - D. Tidak perlu
2. Bagaimana menurut anda topic yang diberikan?
 - A. Gampang
 - B. Biasa saja
 - C. Sulit
 - D. Sangat sulit
3. Bagaimana menurut anda jika diskusi dibiasakan dalam kegiatan belajar untuk memahami dan mengembangkan wacana Bahasa Inggris?
 - A. Sangat setuju
 - B. Setuju
 - C. Kurang setuju
 - D. Tidak setuju

4. Penjelasan tentang cara menentukan main idea, title/topic dalam membaca akan.....anda untuk belajar dan memahami Bahasa Inggris.

- A. Sangat membantu
- B. Membantu
- C. Kurang membantu
- D. Tidak membantu

5. Bagaimana sikap anda jika guru menerapkan Small Group Discussion dalam proses pembelajaran Bahasa Inggris?

- A. Sangat suka
- B. Suka
- C. Kurang suka
- D. Tidak suka

6. Bagaimana menurut anda jika pembentukan kelompok dicampur, laki-laki dan perempuan di gabung, ataupun yang lebih pintar digabung dengan yang kurang?

- A. Sangat setuju
- B. Setuju
- C. Kurang setuju
- D. Tidak setuju

7. Penggunaan Small Group Discussion dapat Anda dalam pelajaran membaca di kelas.

- A. Sangat memotivasi
- B. Memotivasi
- C. Kurang memotivasi
- D. Tidak memotivasi

8. Sejauh mana yang anda dapatkan dalam belajar membaca dengan menggunakan Small Group Discussion?

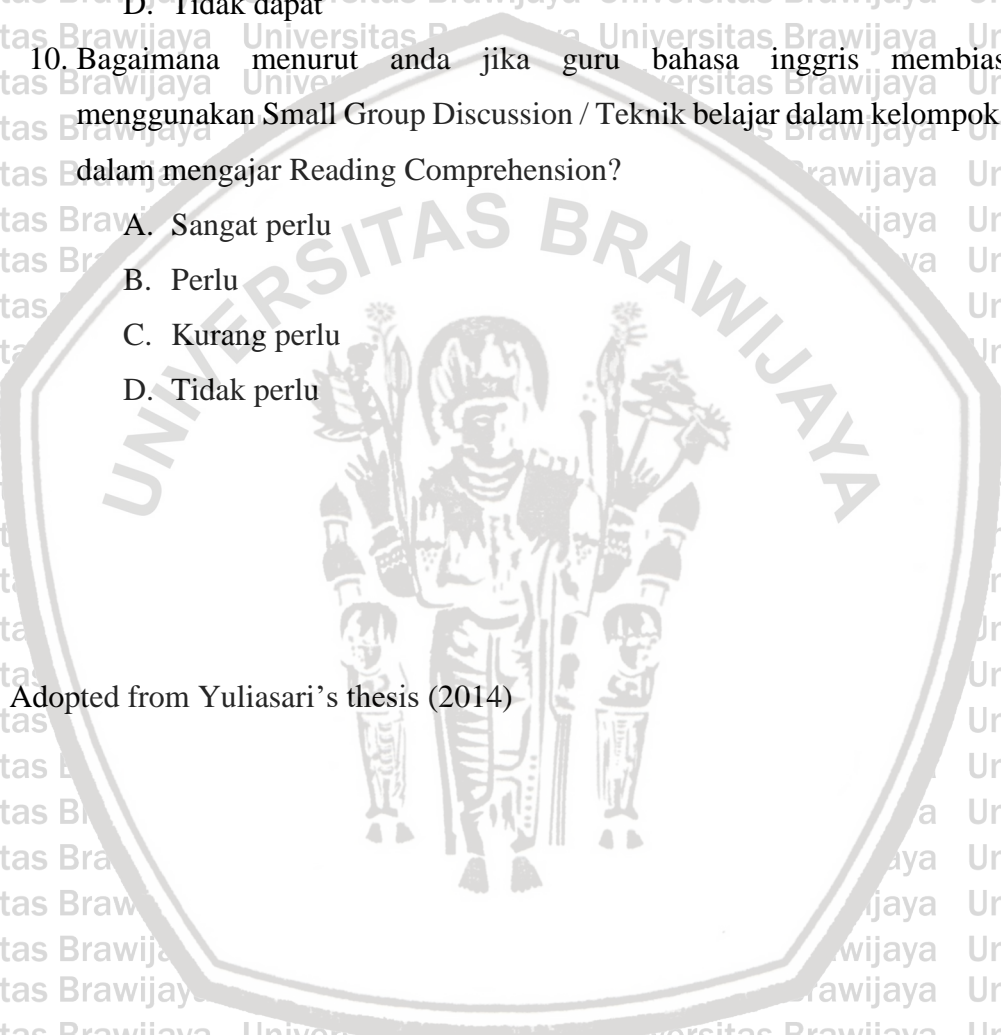
- A. Sangat mudah
- B. Mudah
- C. Biasa-biasa saja
- D. Tidak ada bedanya dengan teknik lain

9. Penggunaan Small Group Discussion membantu anda dalam memahami isi bacaan.

- A. Sangat dapat
- B. Dapat
- C. Kurang dapat
- D. Tidak dapat

10. Bagaimana menurut anda jika guru bahasa inggris membiasakan menggunakan Small Group Discussion / Teknik belajar dalam kelompok kecil dalam mengajar Reading Comprehension?

- A. Sangat perlu
- B. Perlu
- C. Kurang perlu
- D. Tidak perlu



Adopted from Yuliasari's thesis (2014)

Appendix 8

STUDENTS LIST AT TENTH GRADE

BAHASA DAN BUDAYA 1

Number	Name	Gender
1	ADC	Male
2	AFWA	Male
3	AR	Female
4	ANN	Female
5	AOM	Female
6	AM	Female
7	ADA	Female
8	AM	Female
9	DAP	Male
10	DM	Female
11	FIDR	Female
12	FIR	Male
13	HMS	Male
14	IR	Female
15	IZAS	Female
16	JMH	Male
17	KS	Female
18	LIS	Female
19	MSAH	Male
20	NGRD	Female

Number	Name	Gender
21	NIK	Female
22	NNS	Female
23	PN	Female
24	RFS	Male
25	RN	Female
26	RA	Male
27	SZU	Female
28	SWN	Female
29	SA	Female
30	SNA	Female
31	TKN	Female
32	VARP	Female
33	WPF	Female
34	WDSH	Female

Appendix 9

POST-TEST ANSWER KEYS

1. D

11. B

2. A

12. C

3. C

13. E

4. C

14. C

5. B

15. B

6. E

16. E

7. A

17. E

8. C

18. D

9. D

19. B

10. B

20. A



Appendix 10

The result of interview with the teacher

INTERVIEW GUIDE FOR THE TEACHER

1. Masalah apa saja yang anda dapati selama proses belajar mengajar *reading comprehension* kelas X di SMA Negeri 1 Tumpang?

2. Masalah apa saja yang didapati siswa dalam belajar *reading comprehension*?

3. Factor apa saja yang mempengaruhi masalah-masalah tersebut?

4. Bagaimana perolehan nilai siswa dalam *reading comprehension* yang anda miliki saat ini?

5. Apakah ada teknik mengajar yang anda coba gunakan untuk menangani masalah tersebut?

Jika iya, teknik seperti apa yang anda gunakan?

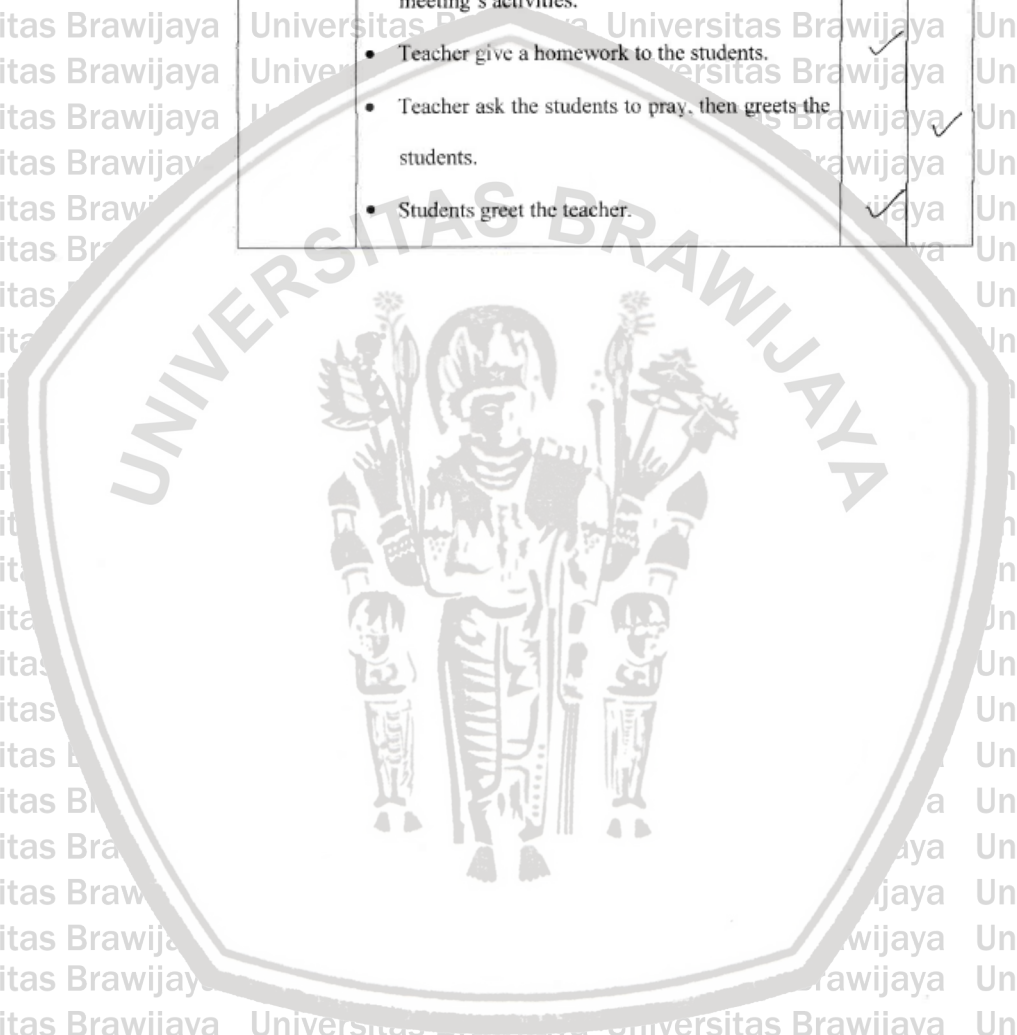
1. a) Minat siswa yang sangat kurang dalam membaca mengharuskan guru untuk berusaha keras mengajarkan "reading comprehension", namun sayangnya hal tersebut tidaklah mudah. Karena hal tersebut juga didukung oleh pengetahuan siswa yang kurang, sehingga hal tersebut juga menyulitkan guru untuk mengajar *reading comprehension*.
2. a) Beberapa siswa merasa kesulitan untuk menemukan pokok pikiran atau inti dalam suatu kalimat, jika hal tersebut dilakukan oleh mereka sendiri.
b) Kebanyakan siswa merasa kebingungan untuk memahami sebuah teks jika harus dilakukan secara individu. (kesulitan membedakan generic structure)
3. a) Hal ini dikarenakan, kebanyakan dari mereka kurang termotivasi untuk sering membaca. Kebanyakan siswa merasa malas untuk membaca karena mereka kurang mengerti apa isi atau maksud dari suatu kalimat atau teks yang mereka baca. Hal tersebut dikarenakan pengetahuan siswa yang kurang dalam tentang teks bacaan ataupun arti dari bacaan itu sendiri. Sehingga siswa merasa malas untuk membaca dengan sendirinya.
b) Nilai *reading comprehension* siswa terakhir yang guru miliki yakni 65% siswa memiliki nilai yang kurang dari KKM yaitu 75. Itu artinya sebanyak 35% siswa saja yang nilainya diatas 75. Sedangkan KKM di SMA N 1 Tumpang 80% siswa harus mendapat skor lebih dari 75.
5. a) Tidak, selama ini hanya membaca dan menjawab soal lalu dibahas secara bersama-sama.

The Result of Observation Checklist

OBSERVATION CHECKLIST I

Phase	Activities	Yes	No
Pre-Activity	<ul style="list-style-type: none"> Teacher greets the students. Students greet the teacher. Teacher ask the students to pray, then check the students' attendant list. Teacher explain to the students what the topic that will be learned today. Teacher explain and mention the activity in the class with small group discussion. 	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
While Activity	<p>Observing</p> <ul style="list-style-type: none"> Students divided into some small group discussion, one group consists of 3 until 4 students. Teacher stimulate the students about kinds of text and guide the students with some questions related to explanation text. Every small group discussions get a sheet of explanation text given by the teacher. Teacher explain about explanation text in form of slide show. <p>Questioning</p>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

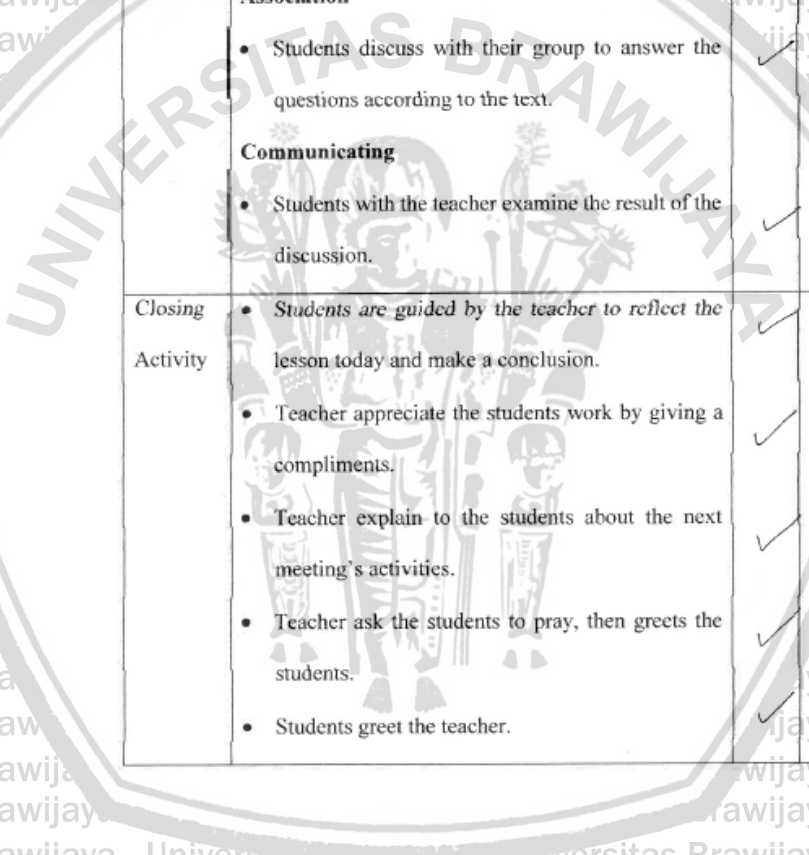
• Teacher appreciate the students work by giving a compliments.	✓
• Teacher explain to the students about the next meeting's activities.	✓
• Teacher give a homework to the students.	✓
• Teacher ask the students to pray, then greets the students.	✓
• Students greet the teacher.	✓



OBSERVATION CHECKLIST II

Phase	Activities	Yes	No
Pre-Activity	<ul style="list-style-type: none"> • Teacher greets the students. • Students greet the teacher. • Teacher ask the students to pray, then check the students' attendant list. • Teacher explain to the students what the topic that will be learned today. • Teacher explain and mention the activity in the class with small group discussion. 	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
While Activity	<p>Observing</p> <ul style="list-style-type: none"> • Students gather with their groups like the previous meeting. • Students and teacher make a review from the last lesson about explanation text. • Students prepare their homework that given by the teacher <p>Questioning</p> <ul style="list-style-type: none"> • Students are guided by the teacher to ask about the generic structures about the text and the language features. 	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

	<ul style="list-style-type: none"> Students are guided by the teacher to ask about the <i>meaning or purpose of a word or sentence in the text.</i> <p>Exploration</p> <ul style="list-style-type: none"> Students read the explanation text that has been given by the teacher. <p>Association</p> <ul style="list-style-type: none"> Students discuss with their group to answer the questions according to the text. <p>Communicating</p> <ul style="list-style-type: none"> Students with the teacher examine the result of the discussion. 	✓
Closing Activity	<ul style="list-style-type: none"> Students are guided by the teacher to reflect the lesson today and make a conclusion. Teacher appreciate the students work by giving a compliments. Teacher explain to the students about the next meeting's activities. Teacher ask the students to pray, then greets the students. Students greet the teacher. 	✓ ✓ ✓ ✓ ✓



OBSERVATION CHECKLIST IV

Phase	Activities	Yes	No
Pre-Activity	<ul style="list-style-type: none"> Teacher greets the students. Students greet the teacher. Teacher ask the students to pray, then check the students' attendant list. Teacher explain to the students what the topic that will be learned today. Teacher explain and mention the activity in the class with small group discussion. 	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
While Activity	<ul style="list-style-type: none"> Students with the teacher make a brief review about explanation text before conduct a post-test. Post-test (in 60 minutes) 	<input type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Closing Activity	<ul style="list-style-type: none"> Teacher ask the students to pray, then greets the students. Students greet the teacher. 	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

The Result of Field Note

FIELD NOTES

Class : Bahasa dan Budaya-1

Material : explanation text

Conducted on : 14 Juni 2016

Field notes :

1. Pre Activity

pembukaan sudah cukup baik dan menarik, sehingga siswa mendengarkan guru dengan baik.

2. While Activity

- sediakan contoh teks explanation lebih dari satu, sehingga siswa memiliki gambaran lebih mengenai teks explanation.
- lebih santai ketika memberikan materi dan jangan terlalu cepat, sehingga siswa mudah mengerti dan mengikuti penjelasan yang guru berikan dengan seksama.

3. Closing Activity

beritakain berdoa ketika mengakhiri kegiatan belajar mengajar dan merangkum apa yang telah dipelajari hari ini.

FIELD NOTES

Class : Bahasa dan Budaya 1

Material : explanation text

Conducted on : 15 Juni 2016

Field notes :

1. Pre Activity

Dalam membahas ulang apa yang telah dipelajari sebaiknya dilakukan secara singkat, akan tetapi jangan terlalu cepat.

2. While Activity

Sebaiknya hindari kegiatan menunggu siswa menyelesaikan tugas yang seharusnya mereka kerjakan dirumah, karena selain menghabiskan waktu terlalu lama, hal ini juga akan membiarkan siswa untuk tidak bertanggung jawab dengan pekerjaan rumah mereka.

3. Closing Activity

Selebihnya kelas juga dapat terkontrol dengan baik dan siswa juga menikmati kegiatan mengurutkan paragraf acak teks explanation dan menjawab soal yang diberikan oleh guru dengan suasana yang kondusif.

FIELD NOTES

Class : *Bahasa Dan Budaya - 1*

Material : *explanation text*

Conducted on : *16 Juni 2016*

Field notes :

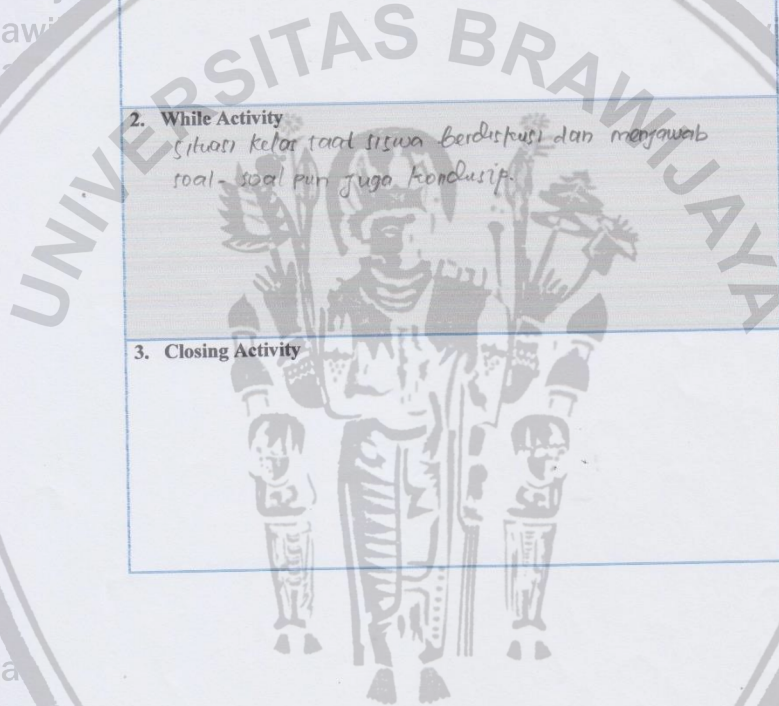
1. Pre Activity

Pembukaan dilakukan dengan berdoa dan dengan membahas ulang materi-materi sebelumnya akan tetapi manajemen waktu perlu lebih diperhatikan.

2. While Activity

Situasi kelas saat siswa berdiskusi dan menjawab soal-soal pun juga kondusif.

3. Closing Activity



FIELD NOTES

Class : Bahasa dan Budaya - 1

Material : explanation text - post - test

Conducted on : 21 Juni 2016

Field notes :

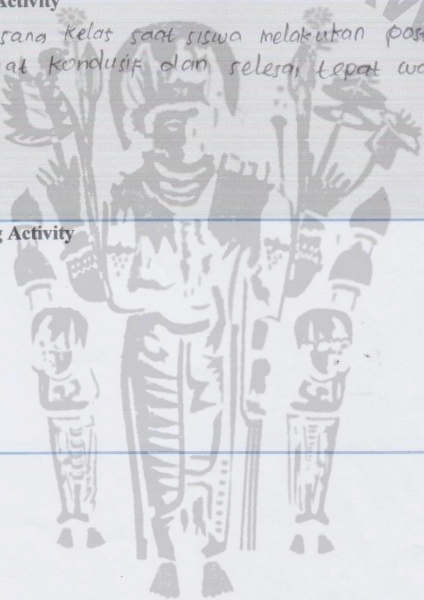
1. Pre Activity

Pembukaan kelas dilakukan dengan baik.

2. While Activity

suasana kelas saat siswa melakukan post - test sangat kondusif dan selesa tepat waktu

3. Closing Activity



Appendix 13

The Result of Post-test

90

POST TEST

Date : 21 JUNI 2016

Name : ALYA NAVIDA NURITA

Class : X - IBB 1

Time : 60 minutes

Read the text carefully and then answer the following questions based on the text in sixty minutes. Choose the correct answer by crossing (X) a, b, c, d, or e directly in this paper.

The text below is to answer the questions number 1 until 5. Please read carefully and choose the correct answer according to the text.

Have you ever wondered how people get chocolate from? In this article we will enter the amazing world of chocolate do you can understand exactly what you're eating.

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.

The beans are fermented for about a week, dried in the sun and then 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 qualities and flavour, so they are often sorted and blended to produce a distinctive places have mix. Next, the roasted beans are winnowed. Winnowing removes the meat nib of the cacao bean from its shell. Then, the nibs are blended. The blended nibs are ground to make it a liquid. The liquid is called chocolate liquor. It tastes bitter. All seeds contain some amount of fat, and cacao beans are not different. However, cacao beans are half fat, which is why the ground nibs from liquid. It's pure bitter chocolate.

1. The text is about ...
 - a. The cacao tree
 - b. The cacao beans
 - c. The raw cacao
 - d. The making of chocolate
 - e. The flavour of chocolate

2. The third paragraph focuses on ...
- a. The process of producing chocolate
 - b. How to produce the cocoa flavour
 - c. Where the chocolate comes from
 - d. The chocolate liquor
 - e. The cacao fruit

3. "... so they are often sorted and blended to produce ..." (paragraph 3)

The underlined word is close in meaning to ...

- a. Arranged
- b. Combined
- c. Separated
- d. Distributed
- e. Organized

4. What is the chocolate liquor taste?

- a. Sweet
- b. Salty
- c. Bitter
- d. Sour
- e. Flavourless

5. The beans are fermented for about ...

- a. Three weeks
- b. One week
- c. Two days
- d. One day
- e. One month

Answer the questions number 6 to 10 according to the text below. Read the text clearly.

How Is A Kite Flying?

A kite is an object which is made from a light material stretched over a frame. Due to its light material a kite will lift off the ground and fly when it is tilted into the wind.

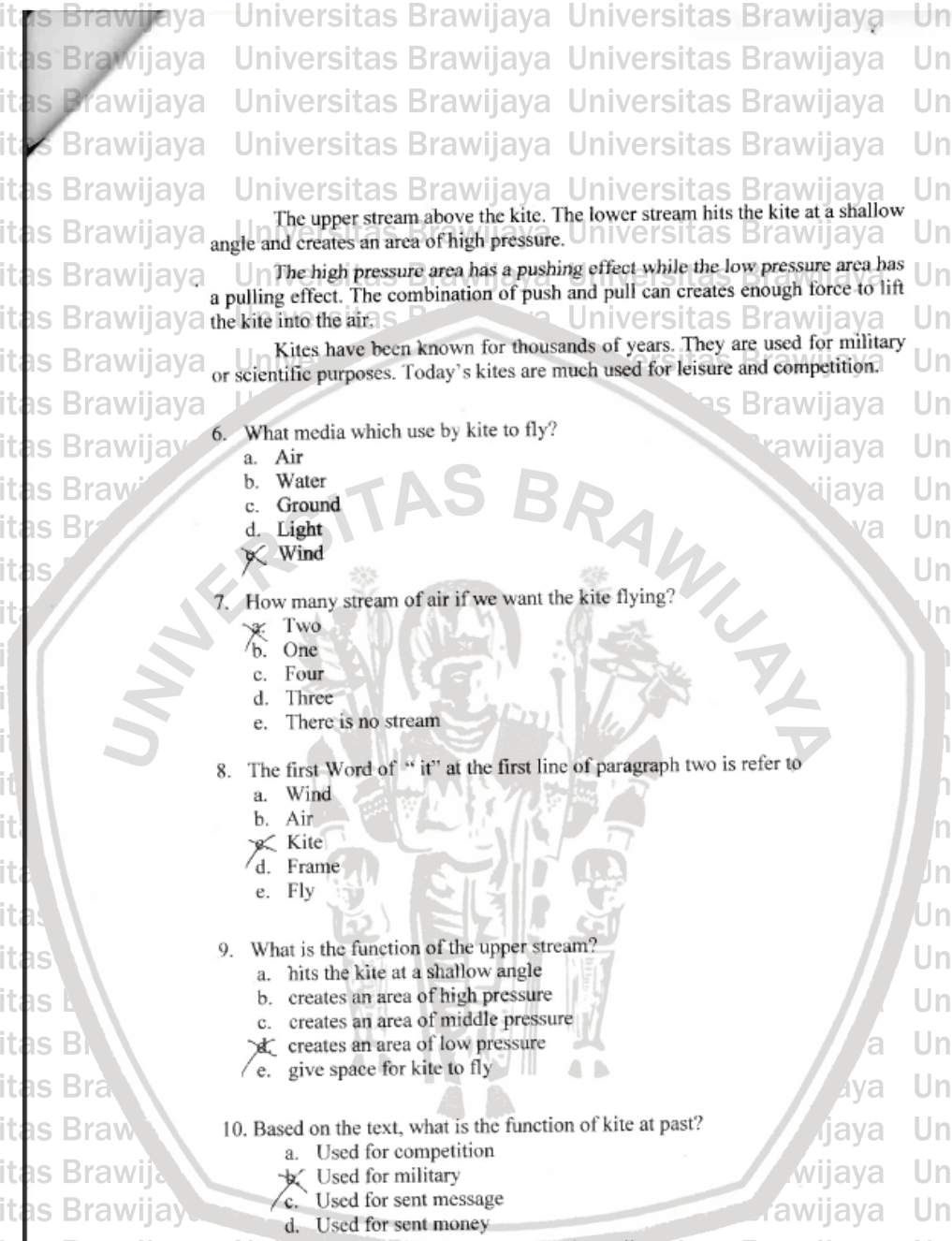
A kite is uses wind to make it fly because it is heavier than air. When wind travels over the surface of the kite, it is split into two streams of air. One stream of the air goes over the kite while the second stream goes under the kite.

The upper stream above the kite. The lower stream hits the kite at a shallow angle and creates an area of high pressure.

The high pressure area has a pushing effect while the low pressure area has a pulling effect. The combination of push and pull can create enough force to lift the kite into the air.

Kites have been known for thousands of years. They are used for military or scientific purposes. Today's kites are much used for leisure and competition.

- 6. What media which use by kite to fly?
 - a. Air
 - b. Water
 - c. Ground
 - d. Light
 - e. Wind
- 7. How many stream of air if we want the kite flying?
 - a. Two
 - b. One
 - c. Four
 - d. Three
 - e. There is no stream
- 8. The first Word of " it" at the first line of paragraph two is refer to
 - a. Wind
 - b. Air
 - c. Kite
 - d. Frame
 - e. Fly
- 9. What is the function of the upper stream?
 - a. hits the kite at a shallow angle
 - b. creates an area of high pressure
 - c. creates an area of middle pressure
 - d. creates an area of low pressure
 - e. give space for kite to fly
- 10. Based on the text, what is the function of kite at past?
 - a. Used for competition
 - b. Used for military
 - c. Used for sent message
 - d. Used for sent money
 - e. Used for keep home for annoying evil



The text below is to answer the questions number 11 to 14. Read the text carefully and choose the correct answer according to the text.

Human body is made up of countless millions of cells. Food is needed to 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 they are needed. This process is called digestion.

The first digestive process takes place in the mouth. The food we eat is broken up into small pieces by the action of teeth, mixed with saliva, a juice secreted by glands in the mouth. Saliva contain digestive juices which moisten the food, so it can be swallowed easily.

From the mouth, food passes through the esophagus (the food passage) into stomach. Here, the food is mixed with juices secreted by the cells in stomach for several hours. Then the food enters the small intestine. All time the muscular walls 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 villi (microscopic branch projections from the intestine walls) and passed into the bloodstream.

- 11. What is "digestion" mean?
 - a. The process of replacing worn out cells
 - b. The process of changing food into substances that can be carried in the blood
 - c. The process of building up new cells
 - d. The process of taking food into our mouth
 - e. The process of providing energy

- 12. What is the first digestive juices?
 - a. Esophagus
 - b. Glands
 - c. Saliva
 - d. Enzymes
 - e. Intestine

- 13. "These are soon absorbed by the villi" (paragraph 4)
The underline word refers to ...
 - a. Juices
 - b. Cells
 - c. Foodstuff
 - d. Villi
 - e. Acids

14. The first digestive take place in ...

- a. Lips
- b. Tongue
- c. Mouth
- d. Nose
- e. Esophagus

Read the text carefully, then answer the following questions according to the text.

The following text is to answer the questions number 15 to 18.

Weather is the physical condition of the atmosphere at a particular time. It includes temperature, air pressure, and water content.

Weather produced when air moves from place to place. This moving air is known as wind. Winds are caused by warm air rising and cooler air moving to replace it. Warm air is usually less dense than cool air. Therefore, it creates low air pressure. Cool air is denser and creates high air pressure.

Usually we have fine weather when the air pressure is high, and we will have clouds, rain when air pressure drops.

15. "... it creates low air pressure."

The underline word is refer to ...

- a. Weather
- b. Warm air
- c. Cool air
- d. Air pressure
- e. Wind

16. When do we find wood weather?

- a. When air moves from place to place
- b. When there is moving air
- c. When warm air is less dense than cool air
- d. When air pressure drops
- e. When the air pressure is high

17. The statements are true, except ...

- a. A physical condition of the atmosphere at a particular time is called weather
- b. Ai movement from place to place causes weather
- c. The moving air is called wind
- d. Warm air is usually denser than cool air
- e. When air pressure drops we usually have clouds

18. "Warm air is usually less dense than cool air."

The similar meaning of the underlined word is ...

- a. Compact
- b. Solid
- c. Slow
- d. Low
- e. Crowded

19. Arrange the following sentences into a good paragraph.

1. They crawl and eat bits of the leaf.
2. When it is about 15 weeks old, the female butterfly finds a place to lay her eggs and the life cycle begins again.
3. Inside this hard cover, it develops into its final shape.
4. As the caterpillar grows it loses one skin after two weeks and another after five weeks.
5. The life of butterfly begins when the mother butterfly lays her eggs on a leaf.
6. After four weeks, the butterfly comes out of the cocoon and flies away.
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 special cover for itself, called a cocoon.

- a. 5-7-1-4-8-3-6-2
- b. 5-8-6-1-4-3-7-2
- c. 5-2-1-6-8-3-4-7
- d. 5-7-8-3-1-4-6-2
- e. 5-7-1-3-6-4-8-2

20. Arrange the following sentences to make a good paragraph.

1. Nature's recycling program for water is called the water cycle.
2. Rain or snow eventually finds their way back to the ocean.
3. Water falls from the air as rain or snow.
4. Water goes from the ocean, lakes, and rivers into the air.
5. One of the things nature recycles is water.
6. Did you know that nature recycles too?
7. Maybe you recycle cans, glass, and paper.

- a. 7-6-5-4-3-2-1
- b. 1-2-3-4-5-6-7
- c. 5-6-3-4-7-1-2
- d. 2-1-4-3-6-7-5
- e. 7-5-4-6-3-2-1

80

POST TEST

Date : 21 Juni 2016
Name : Lilin Intan Sahara
Class : X IBB 1
Time : 60 minutes

Read the text carefully and then answer the following questions based on the text in sixty minutes. Choose the correct answer by crossing (X) a, b, c, d, or e directly in this paper.

The text below is to answer the questions number 1 until 5. Please read carefully and choose the correct answer according to the text.

Have you ever wondered how people get chocolate from? In this article we will enter the amazing world of chocolate do you can understand exactly what you're eating.

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.

The beans are fermented for about a week, dried in the sun and then 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 qualities and flavour, so they are often sorted and blended to produce a distinctive places have mix. Next, the roasted beans are winnowed. Winnowing removes the meat nib of the cacao bean from its shell. Then, the nibs are blended. The blended nibs are ground to make it a liquid. The liquid is called chocolate liquor. It tastes bitter. All seeds contain some amount of fat, and cacao beans are not different. However, cacao beans are half fat, which is why the ground nibs from liquid. It's pure bitter chocolate.

1. The text is about ...
 - a. The cacao tree
 - b. The cacao beans
 - c. The raw cacao
 - d. The making of chocolate
 - e. The flavour of chocolate

- 2. The third paragraph focuses on ...
 - a. The process of producing chocolate
 - b. How to produce the cocoa flavour
 - c. Where the chocolate comes from
 - d. The chocolate liquor
 - e. The cacao fruit

- 3. "... so they are often sorted and blended to produce ..." (paragraph 3)
 The underlined word is close in meaning to ...
 - a. Arranged
 - b. Combined
 - c. Separated
 - d. Distributed
 - e. Organized

- 4. What is the chocolate liquor taste?
 - a. Sweet
 - b. Salty
 - c. Bitter
 - d. Sour
 - e. Flavourless

- 5. The beans are fermented for about ...
 - a. Three weeks
 - b. One week
 - c. Two days
 - d. One day
 - e. One month

Answer the questions number 6 to 10 according to the text below. Read the text clearly.

How Is A Kite Flying?

A kite is an object which is made from a light material stretched over a frame. Due to its light material a kite will lift off the ground and fly when it is tilted into the wind.

A kite uses wind to make it fly because it is heavier than air. When wind travels over the surface of the kite, it is split into two streams of air. One stream of the air goes over the kite while the second stream goes under the kite.

The upper stream above the kite. The lower stream hits the kite at a shallow angle and creates an area of high pressure.

The high pressure area has a pushing effect while the low pressure area has a pulling effect. The combination of push and pull can create enough force to lift the kite into the air.

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6. What media which use by kite to fly?

- a. Air
- b. Water
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- d. Light
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7. How many stream of air if we want the kite flying?

- a. Two
- b. One
- c. Four
- d. Three
- e. There is no stream

8. The first Word of "it" at the first line of paragraph two is refer to

- a. Wind
- b. Air
- c. Kite
- d. Frame
- e. Fly

9. What is the function of the upper stream?

- a. hits the kite at a shallow angle
- b. creates an area of high pressure
- c. creates an area of middle pressure
- d. creates an area of low pressure
- e. give space for kite to fly

10. Based on the text, what is the function of kite at past?

- a. Used for competition
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- d. Used for sent money
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The first digestive process takes place in the mouth. The food we eat is broken up into small pieces by the action of teeth, mixed with saliva, a juice secreted by glands in the mouth. Saliva contain digestive juices which moisten the food, so it can be swallowed easily.

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Read the text carefully, then answer the following questions according the text.

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Usually we have fine weather when the air pressure is high, and we will have clouds, rain or snow when air pressure drops.

15. "... it creates low air pressure."

The underline word is refer to ...

- a. Weather
- b. Warm air
- c. Cool air
- d. Air pressure
- e. Wind

16. When do we find wood weather?

- a. When air moves from place to place
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- a. Compact
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19. Arrange the following sentences into a good paragraph.

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2. When it is about 15 weeks old, the female butterfly finds a place to lay her eggs and the life cycle begins again.
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- c. 5-6-3-4-7-1-2
- d. 2-1-4-3-6-7-5
- e. 7-5-4-6-3-2-1

95

POST TEST

Date : 21 Juni 2016
Name : Indana Zulva a.s.
Class : X IBB 1
Time : 60 minutes

Read the text carefully and then answer the following questions based on the text in sixty minutes. Choose the correct answer by crossing (X) a, b, c, d, or e directly in this paper.

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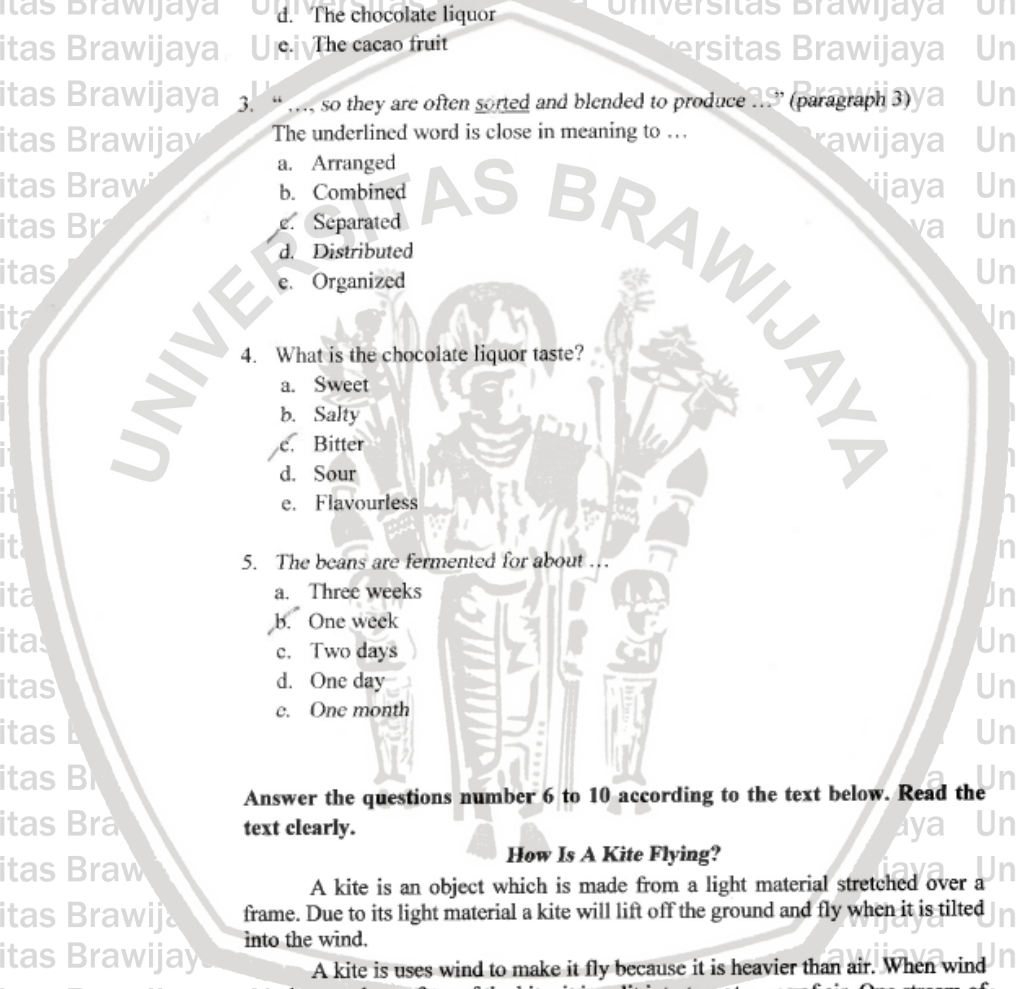
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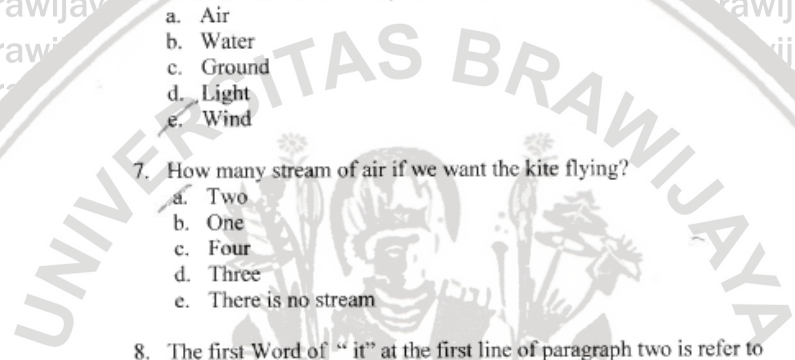


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- b. 5-8-6-1-4-3-7-2
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- a. 7-6-5-4-3-2-1
- b. 1-2-3-4-5-6-7
- c. 5-6-3-4-7-1-2
- d. 2-1-4-3-6-7-5
- e. 7-5-4-6-3-2-1

Appendix 14

The result of students' score

Student	Preliminary	Post-test
1	65	80
2	65	85
3	80	90
4	80	90
5	70	85
6	60	70
7	90	95
8	70	80
9	85	95
10	60	60
11	70	85
12	65	80
13	60	80
14	75	90
15	85	95
16	65	80
17	55	65
18	75	80
19	60	80

Student	Preliminary	Post-test
20	60	75
21	80	90
22	65	80
23	55	60
24	65	85
25	50	60
26	80	90
27	55	75
28	65	80
29	90	95
30	60	65
31	70	85
32	80	85
33	70	80
34	75	85
TOTAL		
Pass	12	28
Under	22	6

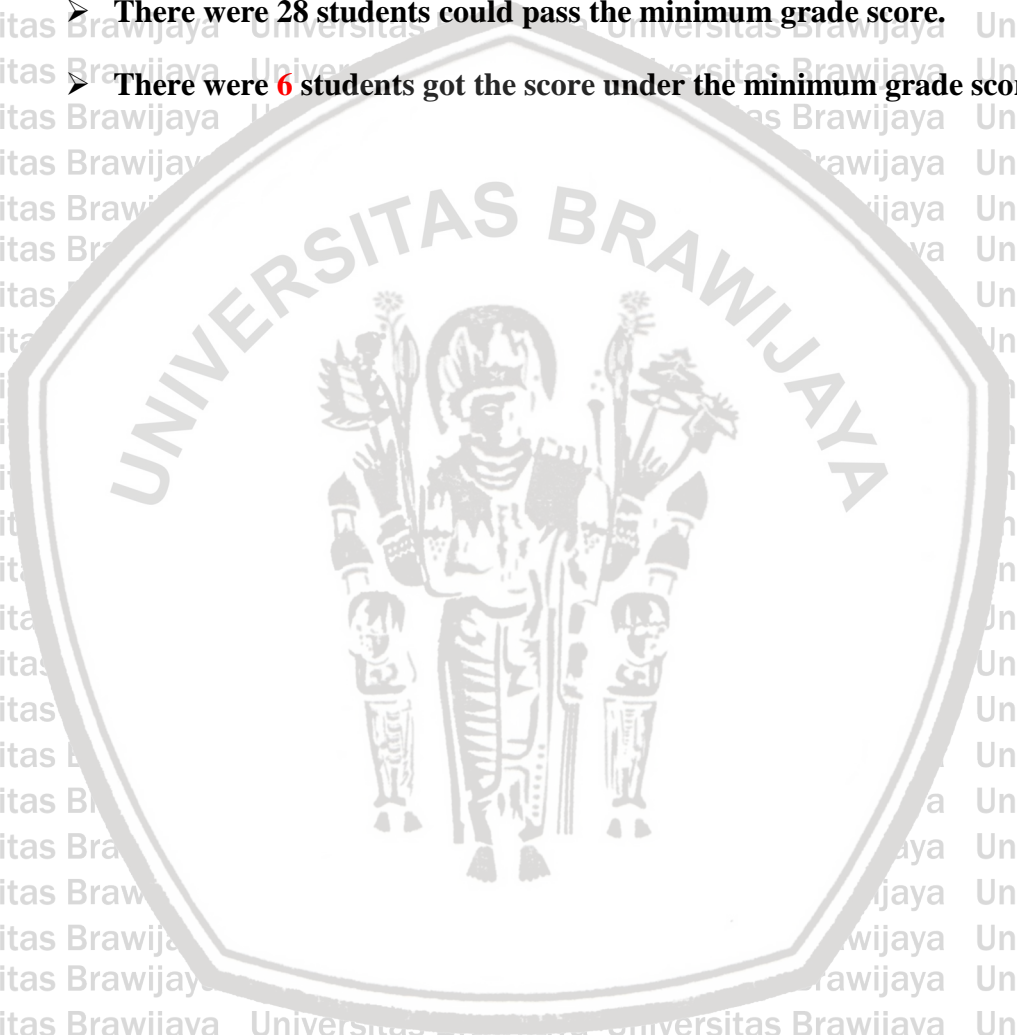
Note: The red ink indicated students who got the score under the minimum grade score of mastering English lesson in SMA Negeri 1 Tumpang, which was 75.

In preliminary study:

- There were 12 students could pass the minimum grade score.
- There were 22 students got the score under the minimum grade score.

In post-test:

- There were 28 students could pass the minimum grade score.
- There were 6 students got the score under the minimum grade score.



Appendix 15

The result of Questionnaire I

The Result of Questionnaire

Students	Questions																																							
	1				2				3				4				5				6				7				8				9				10			
	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D
1	✓																																							
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4				✓																																				
5					✓																																			
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Appendix 16

The Result of Questionnaire II

QUESTIONNAIRE

Nama : KITTI Septoni
Kelas : X-1BB 1
No. Absen : 17

Petunjuk Mengerjakan:

Jawablah pertanyaan pada kuisioner di bawah ini sesuai dengan keadaan anda yang sebenarnya, dengan cara memberikan tanda (X) pada huruf A, B, C, atau D.

Pertanyaan:

1. Bagaimana menurut anda diskusi kelompok dalam Reading Comprehension?
 A. Sangat perlu
 B. Perlu
 C. Kurang perlu
 D. Tidak perlu
2. Bagaimana menurut anda topic yang diberikan?
 A. Gampang
 B. Biasa saja
 C. Sulit
 D. Sangat sulit
3. Bagaimana menurut anda jika diskusi dibiasakan dalam kegiatan belajar untuk memahami dan mengembangkan wacana Bahasa Inggris?
 A. Sangat setuju
 B. Setuju
 C. Kurang setuju
 D. Tidak setuju
4. Penjelasan tentang cara menentukan main idea, title/topic dalam membaca akan.....anda untuk belajar dan memahami Bahasa Inggris.
 A. Sangat membantu

- B. Membantu
- C. Kurang membantu
- D. Tidak membantu

5. Bagaimana sikap anda jika guru menerapkan Small Group Discussion dalam proses pembelajaran Bahasa Inggris?

- A. Sangat suka
- B. Suka
- C. Kurang suka
- D. Tidak suka

6. Bagaimana menurut anda jika pembentukan kelompok dicampur, laki-laki dan perempuan di gabung, ataupun yang lebih pintar digabung dengan yang kurang?

- A. Sangat setuju
- B. Setuju
- C. Kurang setuju
- D. Tidak setuju

7. Penggunaan Small Group Discussion dapat Anda dalam pelajaran membaca di kelas.

- A. Sangat memotivasi
- B. Memotivasi
- C. Kurang memotivasi
- D. Tidak memotivasi

8. Sejauh mana yang anda dapatkan dalam belajar membaca dengan menggunakan Small Group Discussion?

- A. Sangat mudah
- B. Mudah
- C. Biasa-biasa saja
- D. Tidak ada bedanya dengan teknik lain

9. Penggunaan Small Group Discussion membantu anda dalam memahami isi bacaan.

- A. Sangat dapat
- B. Dapat
- C. Kurang dapat
- D. Tidak dapat



10. Bagaimana menurut anda jika guru bahasa inggris membiasakan menggunakan Small Group Discussion / Teknik belajar dalam kelompok kecil dalam mengajar Reading Comprehension?

- A. Sangat perlu
- B. Perlu
- C. Kurang perlu
- D. Tidak perlu



QUESTIONNAIRE

Nama : Griska Andriani

Kelas : 2-11-B-31

No. Absen : 10

Petunjuk Mengerjakan:

Jawablah pertanyaan pada kuisioner di bawah ini sesuai dengan keadaan anda yang sebenarnya, dengan cara memberikan tanda (X) pada huruf A, B, C, atau D.

Pertanyaan:

1. Bagaimana menurut anda diskusi kelompok dalam Reading Comprehension?
 A. Sangat perlu
 B. Perlu
 C. Kurang perlu
 D. Tidak perlu
2. Bagaimana menurut anda topic yang diberikan?
 A. Gampang
 B. Biasa saja
 C. Sulit
 D. Sangat sulit
3. Bagaimana menurut anda jika diskusi dibiasakan dalam kegiatan belajar untuk memahami dan mengembangkan wacana Bahasa Inggris?
 A. Sangat setuju
 B. Setuju
 C. Kurang setuju
 D. Tidak setuju
4. Penjelasan tentang cara menentukan main idea, title/topic dalam membaca akan.....anda untuk belajar dan memahami Bahasa Inggris.
 A. Sangat membantu

- B. Membantu
- C. Kurang membantu
- D. Tidak membantu

5. Bagaimana sikap anda jika guru menerapkan Small Group Discussion dalam proses pembelajaran Bahasa Inggris?

- A. Sangat suka
- B. Suka
- C. Kurang suka
- D. Tidak suka

6. Bagaimana menurut anda jika pembentukan kelompok dicampur laki-laki dan perempuan di gabung, ataupun yang lebih pintar digabung dengan yang kurang?

- A. Sangat setuju
- B. Setuju
- C. Kurang setuju
- D. Tidak setuju

7. Penggunaan Small Group Discussion dapat Anda dalam pelajaran membaca di kelas.

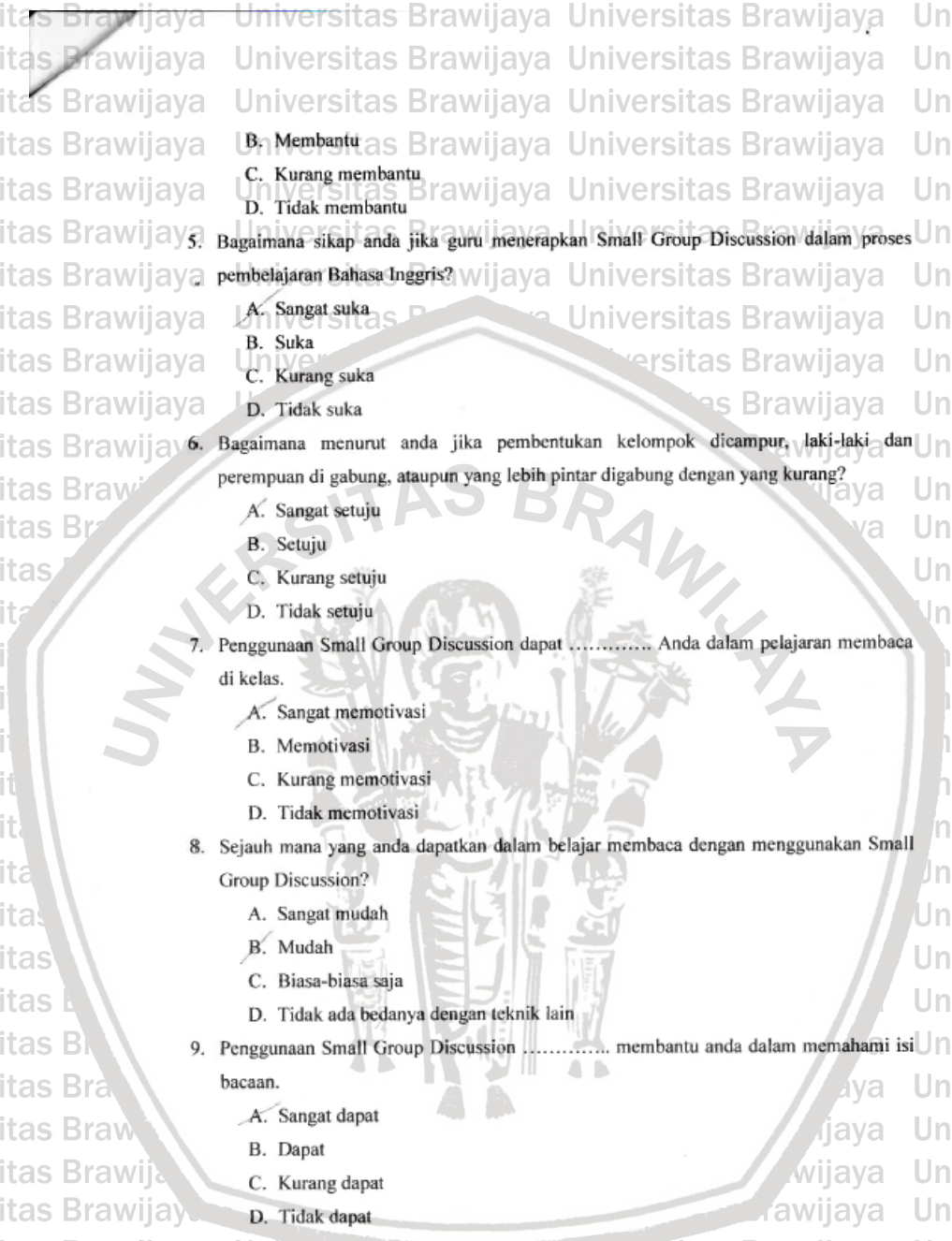
- A. Sangat memotivasi
- B. Memotivasi
- C. Kurang memotivasi
- D. Tidak memotivasi

8. Sejauh mana yang anda dapatkan dalam belajar membaca dengan menggunakan Small Group Discussion?

- A. Sangat mudah
- B. Mudah
- C. Biasa-biasa saja
- D. Tidak ada bedanya dengan teknik lain

9. Penggunaan Small Group Discussion membantu anda dalam memahami isi bacaan.

- A. Sangat dapat
- B. Dapat
- C. Kurang dapat
- D. Tidak dapat



10. Bagaimana menurut anda jika guru bahasa inggris membiasakan menggunakan Small Group Discussion / Teknik belajar dalam kelompok kecil dalam mengajar Reading Comprehension?

- A. Sangat perlu
- B. Perlu
- C. Kurang perlu
- D. Tidak perlu



QUESTIONNAIRE

Nama : Tita Hotun Nisa

Kelas : X-IBB 1

No. Absen : 31

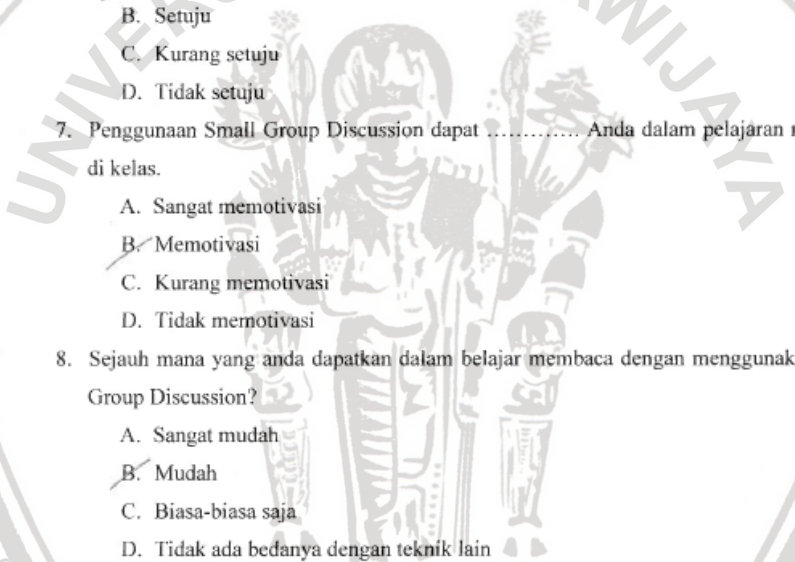
Petunjuk Mengerjakan:

Jawablah pertanyaan pada kuisioner di bawah ini sesuai dengan keadaan anda yang sebenarnya, dengan cara memberikan tanda (X) pada huruf A, B, C, atau D.

Pertanyaan:

1. Bagaimana menurut anda diskusi kelompok dalam Reading Comprehension?
A. Sangat perlu
B. Perlu
C. Kurang perlu
D. Tidak perlu
2. Bagaimana menurut anda topic yang diberikan?
A. Gampang
B. Biasa saja
C. Sulit
D. Sangat sulit
3. Bagaimana menurut anda jika diskusi dibiasakan dalam kegiatan belajar untuk memahami dan mengembangkan wacana Bahasa Inggris?
A. Sangat setuju
B. Setuju
C. Kurang setuju
D. Tidak setuju
4. Penjelasan tentang cara menentukan main idea, title/topic dalam membaca akan.....anda untuk belajar dan memahami Bahasa Inggris.
A. Sangat membantu

- B. Membantu
 - C. Kurang membantu
 - D. Tidak membantu
5. Bagaimana sikap anda jika guru menerapkan Small Group Discussion dalam proses pembelajaran Bahasa Inggris?
- A. Sangat suka
 - B. Suka
 - C. Kurang suka
 - D. Tidak suka
6. Bagaimana menurut anda jika pembentukan kelompok dicampur, laki-laki dan perempuan di gabung, ataupun yang lebih pintar digabung dengan yang kurang?
- A. Sangat setuju
 - B. Setuju
 - C. Kurang setuju
 - D. Tidak setuju
7. Penggunaan Small Group Discussion dapat Anda dalam pelajaran membaca di kelas.
- A. Sangat memotivasi
 - B. Memotivasi
 - C. Kurang memotivasi
 - D. Tidak memotivasi
8. Sejauh mana yang anda dapatkan dalam belajar membaca dengan menggunakan Small Group Discussion?
- A. Sangat mudah
 - B. Mudah
 - C. Biasa-biasa saja
 - D. Tidak ada bedanya dengan teknik lain
9. Penggunaan Small Group Discussion membantu anda dalam memahami isi bacaan.
- A. Sangat dapat
 - B. Dapat
 - C. Kurang dapat
 - D. Tidak dapat



10. Bagaimana menurut anda jika guru bahasa inggris membiasakan menggunakan Small Group Discussion / Teknik belajar dalam kelompok kecil dalam mengajar Reading Comprehension?

- A. Sangat perlu
- B. Perlu
- C. Kurang perlu
- D. Tidak perlu



Appendix 17

Documentation of Teaching and Learning Activities

1. The teacher introduced students about small group discussion and explanation text.



2. Students` discussion about explanation text and answer the questions.



3. The students discussed about main idea and generic structure of explanation text.



4. Students' post-test in the last meeting.



5. The teacher checked the students who need assistance.



6. Classroom's situation when the students did small group discussion.



Appendix 18

SURAT PERNYATAAN PELAKSANAAN PENELITIAN



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS BRAWIJAYA
FAKULTAS ILMU BUDAYA
Jalan Veteran Malang 65145, Indonesia, Telp. +62341- 575875, Fax. +62341- 575822
E-mail : fib_ub@ub.ac.id - http://www.fib.ub.ac.id

Surat Pernyataan

Saya, yang bertandatangan di bawah ini:

Nama : Desy Ismaya Ningrum
NIM : 125110500111015
Semester : VIII (Delapan)
Program Studi : S1 Pendidikan Bahasa Inggris

dengan ini menyatakan bahwa berkaitan dengan penyusunan skripsi Program S1 saya yang berjudul:

"IMPROVING THE FIRST YEAR STUDENTS' READING COMPREHENSION ACHIEVEMENT THROUGH SMALL GROUP DISCUSSION TECHNIQUE AT SMA NEGERI 1 TUMPANG

akan menjaga kerahasiaan data yang saya peroleh dan jika terjadi penyalahgunaan terhadap data tersebut, saya bersedia untuk ditindak sesuai dengan hukum yang berlaku di Indonesia.

Pernyataan ini saya buat atas kesadaran saya akan etika penelitian yang berlaku.

Tanggal pernyataan: 15 April 2016

Yang membuat pernyataan;

Rr.
0000
KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI

Desy Ismaya Ningrum
125110500111015

Mengetahui:

Dekan

Prof. Ir. Ratya Anindita, M.S., Ph.D.
NIP. 19610908 198601 1 001

Ketua Program Studi
S1 Pendidikan Bahasa Inggris


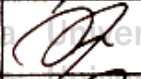


Dr. Esti Juning
NIP. 19720604 200212 2 001

APPENDIX 19

BERITA ACARA BIMBINGAN SKRIPSI

1. Nama : Desy Ismaya Ningrum
2. NIM : 125110500111015
3. Program studi : Pendidikan Bahasa Inggris
4. Topik Skripsi : Teknik dalam Pengajaran Membaca Bahasa Inggris
5. Judul Skripsi : Improving the First Year Students' Reading Comprehension Achievement through Small Group Discussion Technique at SMA Negeri 1 Tumpang
6. Tanggal Mengajukan : 12 November 2015
7. Tanggal Selesai Revisi : 31 Oktober 2016
8. Nama Pembimbing : Peptia Asrining Tyas, M.Pd

No	Tanggal	Materi	Pembimbing	Paraf
1	12 November 2015	Pengajuan judul	Peptia Asrining Tyas, M.Pd	
2	19 November 2015	Persetujuan judul	Peptia Asrining Tyas, M.Pd	
3	27 November 2015	Konsultasi bab 1	Peptia Asrining Tyas, M.Pd	
4	22 Desember 2016	Konsultasi bab 1	Peptia Asrining Tyas, M.Pd	
5	11 Januari 2016	Konsultasi bab 1	Peptia Asrining Tyas, M.Pd	
6	07 Februari 2016	Konsultasi bab 2 dan 3	Peptia Asrining Tyas, M.Pd	
7	29 Februari 2016	Konsultasi bab 2 dan 3	Peptia Asrining Tyas, M.Pd	
8	16 Maret 2016	Konsultasi bab 2 dan 3	Peptia Asrining Tyas, M.Pd	
9	30 Maret 2016	Konsultasi bab 2 dan 3	Peptia Asrining Tyas, M.Pd	
20	12 Mei 2016	Acc Seminar Proposal	Peptia Asrining Tyas, M.Pd	
21	17 Mei 2016	Seminar Proposal	Peptia Asrining Tyas, M.Pd	
22	12 September 2016	Konsultasi bab 4 dan 5	Peptia Asrining Tyas, M.Pd	
23	19 September 2016	Konsultasi bab 4 dan 5	Peptia Asrining Tyas, M.Pd	
24	6 Oktober 2016	Acc seminar hasil	Peptia Asrining Tyas, M.Pd	

25	12	Oktober	Seminar hasil	Peptia Asrining Tyas, M.Pd	
26	21	Oktober	Acc ujian skripsi	Peptia Asrining Tyas, M.Pd	
27	26	Oktober	Ujian Skripsi	Peptia Asrining Tyas, M.Pd	
28	31	Oktober	Acc penjiilidan skripsi	Peptia Asrining Tyas, M.Pd	

Telah dievaluasi dan diuji dengan nilai:

B+


Malang, 31 Oktober 2016

Mengetahui,
Pembantu Dekan I

Dosen Pembimbing



Syariful Muttaqin, M.A
NIP. 197511012003121001

Peptia Asrining Tyas, M.Pd
NIK. 2013 0186 1020 2001