

**IMPROVING STUDENTS' READING ABILITY
THROUGH SMALL GROUP DISCUSSION (SGD)
ON THE EIGHT GRADE OF SMPN 10 MALANG**

UNDERGRADUATE THESIS

BY

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**ENGLISH LANGUAGE EDUCATION PROGRAM
DEPARTMENT OF LANGUAGE EDUCATION
FACULTY OF CULTURAL STUDIES
UNIVERSITAS BRAWIJAYA
2019**

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BY

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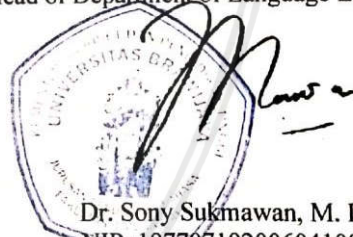
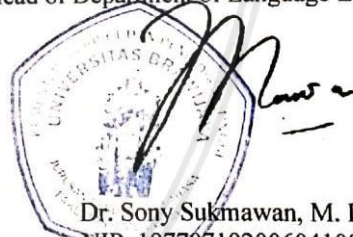
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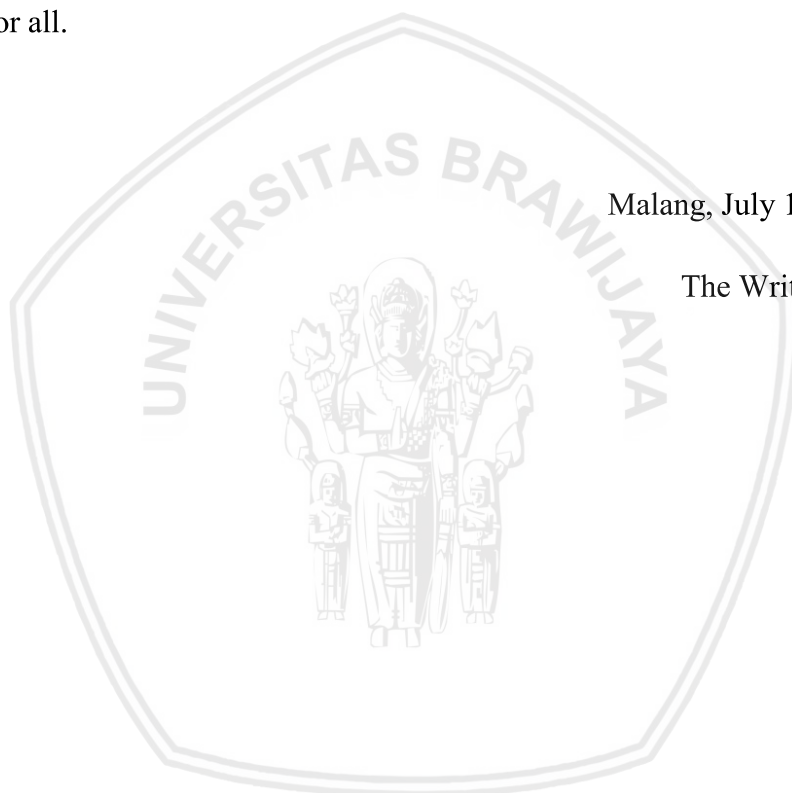
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The Writer



ABSTRACT

Hartono, Nabella Diana K. 2019. **IMPROVING STUDENTS' READING ABILITY ON THROUGH SMALL GROUP DISCUSSION (SGD) ON THE EIGHT GRADE OF SMPN 10 MALANG** English Language Education Program, Faculty of Cultural Studies, Universitas Brawijaya. Supervisor: Dra. Ismarita Ida Rahmiati, M. Pd.

Keywords: Reading ability, Recount text, Small Group Discussion (SGD)

One of the important skills that needed to be learnt is reading, but reading is somewhat troublesome for some English Foreign Language learners'. This phenomenon also happened when they confused to understand the meaning of text on recount text. Thus, the researcher conducted a study to improve students' reading ability on recount text through Small Group Discussion of the eighth graders of SMPN 10 Malang.

This study employed a classroom action design. The participant of this study was all the students of the eighth graders of SMPN 10 Malang consisting of 30 students. The researcher used four instruments in this study, which were a interview, observation checklist, field note, a reading text to collect the data.

The result of the study showed that students' maximum score in pre-test was 75, while the minimum score was 40. After the implementation of the strategy, the score of the students improve significantly from 36.66% to 83.33% the result of the study indicates that the use of the Small Group Discussion successfully improve the students score in reading, especially reading recount text. The researcher suggested the teacher to use Small Group Discussion strategy in teaching and learning reading. Meanwhile for the further research, the researcher suggests to use Small Group Discussion strategy at the different subject or different genre of text.

ABSTRAK

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Salah satu keterampilan penting yang perlu dipelajari adalah membaca, tetapi membaca terkadang sulit untuk beberapa siswa EFL. Terutama, jika mereka memahami makna teks. Fenomena ini juga terjadi ketika bingung memahami makna teks pada teks recount. Dengan demikian, peneliti melakukan penelitian untuk meningkatkan kemampuan membaca siswa pada teks recount melalui diskusi kelompok kecil siswa kelas delapan di SMP Negeri 10 Malang.

Penelitian ini melakukan penelitian tindakan kelas. Sampel penelitian ini adalah semua siswa kelas VIII SMP Negeri 10 Malang dan sampel berjumlah 30 siswa. Peneliti menggunakan empat instrumen dalam penelitian ini, yaitu wawancara, daftar observasi, catatan lapangan, tes teks recount untuk mengumpulkan data.

Hasil penelitian menunjukkan bahwa skor maksimum siswa pada pra-tes adalah 75, sedangkan skor minimum adalah 40. Setelah strategi dilakukan, hasil penelitian ini menunjukkan bahwa murid secara signifikan mendapatkan nilai dari 30% ke 83.33% atau 25 siswa. Pencapaian pada penelitian ini adalah berhasil karena murid sudah memenuhi kriteria kesuksesan bahwa 5 siswa mendapatkan nilai dibawah skor minimum yaitu 75. Peneliti menyarankan guru untuk menggunakan strategi Small Group Discussion dalam mengajar dan belajar membaca. Sementara itu untuk penelitian lebih lanjut, peneliti menyarankan untuk menggunakan strategi Small Group Discussion pada subjek yang berbeda atau genre teks yang berbeda.

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CHAPTER I

INTRODUCTION

This chapter presents the background of study, previous study, research questions, objective of the study, significance study and terminology as the beginning of the research. The main aspect was discussed in this study is finding the improvement of Small Group Discussion (SGD) strategies on Reading Ability.

A. Background of the study

One part of learning English is reading. Reading is the activity to help the students' to get some information from book or e-book. It is an important for students because by reading, the students will get much information and knowledge in their everyday life. Reading is also a process to know the meaning of writing. Finochiaro (1973) said that "Reading is an activity to understand a meaning and its meaning contained in the written language".

The purpose of reading is to connect the ideas on the page to what readers already know. It is important that readers understand the meaning of the text, since it is an important point in reading process. Based on Juel (2005), reading is a process to get to know the words and to get the meaning of words, sentences and structures.

Reading text has several types such as, recount text, descriptive text, narrative text, and report text. One of the general texts taught at school is recount text. According to Anderson (in Dwi, 2010) a recount is speaking or writing about past events or a piece of text that retells past events, usually in the order which

they happened. The aim of the text is retelling the past event or to tell someone's experience in chronological order. The generic structure of recount text consists of orientation, events, and re-orientation. The recount text itself has language features such as, using simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense. Recount text is used temporal sequence, example: on, before, or after. Recount text also focuses on specific participant, e.g. the writer. Recount text also used the conjunctions, like then, before, after. From the purpose of the text, it can be concluded that recount text could be an interesting text to read by students to increase their motivation in reading.

Brewer (1997) states that the purpose of using Small Group Discussion strategy is to contribute and analyze the information of a text for supported evidence in order to reach the agreement on general conclusion. Small Group Discussion (SGD) strategy is designed as a method to share arguments or to refine the students' critical understanding of a text. By using Small Group Discussion strategy, students could be easier to participate actively.

The problem was found in SMPN 10 Malang in which students cannot acquire the aspect of reading well. The writer found it from an interview with English teacher. This was done on November 15, 2018 in SMPN 10 Malang. It was found that students are still confused to understand an English text. They still had difficulties on finding the meaning of text.

From the preliminary research in SMPN 10 Malang, the researcher found some problems in the English class. The students have some problems in reading comprehension, such as: 1) The students have less vocabulary. 2) They have less

understanding the meaning what they have read. It was because they had low motivation in learning English, they are not interested in learning English and they believed that English was one of difficult language to learn. In addition, the teacher at school still teaches by using the old method. The impact of the implementation old strategy is that the students were bored and it is consuming much time to understand a text. In other word, the teacher has a limited strategy in teaching, and media used by the teacher is not effective to use in learning activity.

To solve the students' problems in reading comprehension, teacher should have a definite strategy to give motivation to them and give enthusiasm in reading ability. Reading can be a fun activity if the readers get some knowledge. Sometimes it becomes difficult like a puzzle. According to Klinger (2007) assessing reading ability many challenges, because it can be difficult to determine whether students really understand or how well the students really know and what they are actually thinking. So, the teacher must give a good instruction to read the passage and the teacher should use strategy to help teacher to teach in the classroom.

This study implemented the Small Group Discussion strategy to solve the problem in eight-grade SMPN 10 Malang. This strategy was expected to be successfully applied in the classroom. It was an effective learning process for developing students thinking processes, in their ability to express themselves and in their communication skills. This strategy can be used in teaching listening, speaking, reading, or writing, but the writer just focuses on reading.

Based on the background above, this research attempted to improve students' reading ability through small group discussion at the 8th grade of SMPN 10 Malang. The kind of recount text used in this study was local fable which is relevant with the basic competence of English syllabus in Curriculum 2013. The use of Small Group Discussion was expected to make students able to solve their problem by using small group discussion to make them enthusiastic in reading and help each other to understand the meaning of recount text. It focused on the study of reading ability to be understood. The reason of conducting this study at SMPN 10 Malang is when the researcher was doing an internship program at SMPN 10 Malang, the researcher found that students there had difficulty in reading. Especially, the 8th grade J class of the students, they had low vocabulary and difficulty in understanding the meaning of words. Therefore, the students' 8th grade J class was chosen as the participants in this study to improve their reading ability.

Some previous studies have been conducted on the topic Nurhadi Ningsih conducted a research entitled "Small Group Discussion (SGD) Method In Teaching Reading Comprehension In 8th Grade Students Of SMPN 3 Bantul In The 2017/2018 Academic Year". The sample was chosen by simple random techniques. This research employed of quasi-experimental design which focus on descriptive text. The result of post-test score was 51.28 and opposite result of experimental class 76.58. It means that using small group discussion method was effective to increase students reading comprehension. The second previous study from Salsabila Rizky entitled "*The Effectiveness Of Teaching Reading Comprehension Through Small Group Discussion Technique Of Tenth Grade*

Students At SMAN 1 Tulungagung In Academic Year 2016/2017". The research design was pre-experimental which focus on narrative text. The sample was chosen by non-probability sampling. The result of this research was significant before using small group discussion the students mean was 61.57 while after using Small Group Discussion strategy the students mean was 83.71, so the difference was 22.14 from 35 students.

The two previous studies did not apply Small Group Discussion strategy in teaching recount text. Those two previous studies only focused on teaching descriptive text and narrative text by using Small Group Discussion strategy which were successfully implemented. Therefore, in this present study, the researcher intended to apply Small Group Discussion strategy in other teaching material that is recount text. Considering all previous explanation, the researcher intended to conduct a research entitled "Improving Students' Reading Ability through Small Group Discussion (SGD) on the Eight Grade of SMPN 10 Malang" through classroom action research theory by Kemmis and Mc. Taggart (1988). The researcher used Mc. Taggart theory because this theory was suitable to conduct this research on the 8th grade J class of SMPN 10 Malang.

B. Research Problem

In this study, the research problem that was investigated in this research is:
"How can Small Group Discussion improve students' reading ability?"

C. Objective of the Study

Based on the problem above, this research aimed to know how to improve the score of students' reading ability through SGD (Small Group Discussion).

D. Significance of the Study

This research is contributed to the body of knowledge especially in teaching reading as the alternative way in teaching recount text. To the English teacher, the researcher is expected to give an alternative way in teaching especially reading recount text to the students.

E. Scope and Limitation of the study

The study mainly focused on teaching strategy to improve students reading ability in English class at the Eight Grade of SMPN 10 Malang, during academic year 2018/2019. The instruments used in the study are pre-test, post-test and field notes.

F. Definition of Key Terms

There are three important terms in this study that are necessary to be defined to avoid interpretation of the readers. The terms are: Reading ability, Recount Text and Small Group Discussion (SGD). The explanations are mentioned below:

Reading Ability, The reading activity of the students in SMPN 10 Malang at 8th grade J class.

Recount Text is a text about a person imagination on past experience. The purpose is to retell someone about the experience. The researcher showed six recount text about the experience story.

Small Group Discussion an ability of discussion in a small group as one of the strategy of teaching reading. An activity of discussion, teaching reading in SMPN 10 Malang at 8th grade J class as one of the participants in this research.

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, reading ability, recount text, and the Small Group Discussion strategy while previous studies consists of two previous researcher that have been conducted by the researcher.

2.1 Reading

Reading is one of the important skills that should be learned by students. By reading, students will have much good vocabulary (Trankesley, 2003). Students also can find new words, which will enrich their vocabulary. The students can collect new information to improve their background knowledge by reading a text. According to Harrison (2004) reading is important because the students could improve their life skill and background knowledge. The importance of reading is also to decide how the readers think to develop their imagination which influences the reader intelligence. Reading can create the readers imagination to extend their skill in learning English (Ibid, 2004). Similar benefit of reading can also inspire the reader point of view and develop the students' perspective which gives them new experiences. Reading can be enjoyable also when readers can feel the plot of the text.

As we know that understanding meaning in reading of the text is an important process. Reading process is when the reader is expected to get the meaning of the words and text by linking it to the whole of the text. According

Oakhill et al (2015) says that reading is an ability to understand the whole of the text. Thus, the readers should have much vocabulary to know the meaning of the sentences, and related all of sentences in the text to get the point of the text. The ability to use all of the skills in reading comprehension is important, since it is used in reading process to understand the meaning of the text.

According Blachowicz and Ogle (2008) have similar reason about reading comprehension. Reading comprehension is when the text makes sense to the readers. It means that the reader is expected to have the ability to link their background knowledge to the sentences in reading text. Clarke et al (2014) state that the reader interpretation in reading text. This is important because it helps the readers understand the meaning of words. It can be concluded that reading comprehension is a way to link the reader schemata to make an interpretation about the text.

2.2 Reading Ability

Ability defined as the capacity of the individuals to perform various tasks in a specific job. The basic meaning of ability is that someone who has the potential to do something. Ability is the skill or power to do something in other words talent.

Reading is a process of understanding written language (Rumelhart, 1985). Reading is a process that starts from viewing the linguistics surface representation and ends with certain ideas or meaning about messages intended by the writer. Thus, reading is the combination of perceptual process and cognitive process.

Reading ability is a skill of communication between the reader and the writer to get knowledge and information. According to Brown (2001) reading ability will be developed well when writing, listening, and speaking activities. Even in those courses that may be labeled, reading goals will be best achieved by capitalizing on the interrelationship of skills, especially the reading in writing connection.

2.2.1 Level of Reading Ability

According to Gillet and Temple (1990) level of reading ability:

2.2.1.1 The Independent Level

This level is very easy for the students to understand reading in the text without any help for others. The students' understanding of reading is generally good. At this level silent reading is fast because almost all words are recognized and understood in observations. The students mostly used analyze new words. The process is also oral readings are generally fluent, and different from written texts rarely interfere with understanding.

2.2.1.2 The Instructional Level

This level material is not too difficult but still easy to understand. At this level, the students will get benefit from learning. Good understanding is still needed to understand some concepts. Silent reading rates are quite fast, though usually slower than the independent level. Some word analysis is needed to find out the meaning of the word. In oral readings it is quite smooth and accurate, and oral divergences from written texts usually make sense in the context and do not cause loss of meaning.

2.2.1.3. The Frustration Level

This level is very difficult for students to understand the meaning of the word. Even though oral and silent reading is usually slow and difficult, students are encouraged to stop in analyzing unknown words frequently. The divergence of oral reading is often causes the reader to be confused in interpreting it. Since of this difficulty, it makes students are frustrated to read material, so it takes a long time to understand it, and their efforts often fail. This level must be avoided in instructions.

2.2.1.4. The Listening Level

The level of listening provides an estimate of the potential of students to improve reading. Most reader who have not reached their full potential as readers, are still developing their reading skills, can listen and understand the texts that are read, meaning that they have not been able to read on their own. The level of listening is usually higher than the level of instructional reading. The level of listening gives us an indication of how much their reading is expected to increase at this time.

2.3 Recount Text

One of the general texts taught at school is recount text. Based on syllabus of English for the 8th grade students of junior high school, they are expected to understand a recount text. According Pardiyono, (2007), Recount text is text that tells the reader what happened or re-telling past event. This starts by telling the reader involved, what happened, where this event happened and when it happened.

Derewianka (2004) states that the purpose of the recount is to list and describe past experiences by retelling the events in the order they occur (chronological order). To achieve its goals, the text will move through a series of different stages: a) orientation that makes the reader to know who is involved, where, when, etc. B) retell a series of events in chronological order. So, their readers can be interested in reading it. Based on Hyland (2009), recount text is a type of genre that has a social function to retell events for the purpose of informing or entertaining. The form used in recount text is the past tense. The social purpose of recount text is to reconstruct past experiences by retelling events in the original order.

2.3.1 Generic concepts of recount text

To make a good recount text, we should know the generic structure of this text because it is one of important aspects that must be learn and understood. According to Hyland (2009), there are some generic structures of recount text. Those generic structured can be described as follows:

- a. Orientation : Providing arrangements and procedures to participants, this provides information about "where" and "when".
- b. Record of Events : Tells what happened, presents events in the order of time. This is usually told in chronological order.
- c. Re-orientation : Optional-closing event. This is a sequence of events.

For example of recount text:

Orientation	Last week I went to the theatre. It was the only theatre at my town. I had 1 free ticket to watch a movie. I had no idea about the movie I would like to watch and I did not know the schedule of that theatre. So that, I just wanted to come and see if there was any good movie.
Event	I parked my motorcycle at the parking area and I walked slowly at the hall of the theatre. I took my ticket on my wallet and went to the information section to ask about how to use the ticket that day. Unfortunately, I missed it. The ticket was already expired 2 days before.
Re-orientation	I went home and I was very disappointed.

In the words, recount text has three generic structures. They are orientation, events, and re-orientation. Those generic structures are important in reading recount text.

2.3.2 Language feature of Recount

Besides the generic structure of recount text, students also have to know the language feature of recount text. There are common language features of recount text based on Hyland (2009). Those language features, are:

- a. The use of nouns and pronouns to identify people, animals, and things which are involved.
- b. The use of action verbs to refer events.
- c. The use of past tense to located events in relation to speaker's or writer's time.
- d. The use of conjunctions and time connectives to sequence of events.
- e. The use of adverb and adverbial phrase to indicate place and time.
- f. The use of adjective to describe nouns.

Based on the explanation above, it can be seen that there are several language features of recount text, such as the use of nouns and pronouns, action verbs, past tense, conjunctions, and time connectives, adverbs and adverbial phrase, and adjective. Those language features are commonly used in reading recount text. So, for the students, it is very important to know the language features of recount text.

2.3.3 Types of recount text

Every English genre in reading has each type of text. According Professional Development Service for Teachers (2013) in recount text, there are three types of recount text. The first is personal recount. It retells

of an activity that the writer or speaker has been personally involved in, for example diary entry. The second is factual recount. It records the examples of this type of recount are report of a science experiment, police report, news report, historical account. The third is imaginative recount. It talks about an imaginary role and give details of events, for example recount entitle “how invented”.

So, based on the explanation above, there are three types of recount text, they are personal recount, factual recount, and imaginative recount.

2.4 Small Group Discussion (SGD)

Small Group Discussion is one of the strategies in which the students work in groups of four or five members. According to Sagala (2008), group discussion team is more effective to apply in the learning activity which is the group consists of four or five members'. A reader is good at learning from each other (Blachowicz and Ogle, 2008). Small Group Discussion strategy is small member of the students, they are work together through interaction whose interdependent relationship allows them to achieve a mutual group. The members of the group know well to trust each other and they still have to determine each other's skills, knowledge, situation and attitudes.

According to Harmer (2001) the advantages of Small Group Discussion such as, it dramatically increases the amount of talking for individual students, there is a greater chance of different opinions and varied contribution, it encourages broader skills of cooperation and

negotiation, and it promotes student autonomy by allowing students to make their own decision in their group without being told what to do by the teacher.

2.5 Previous Studies in Teaching Strategy for Reading Ability

There were two previous studies that are relevant to this study. Everything was described to show the gap between this research and previous research. Previous studies explained procedures for strategies, results, similarities and differences between related studies and research.

The first study was conducted by Nurhadi Ningsih (2017) entitled *Small Group Discussion (SGD) Method In Teaching Reading Comprehension In 8th Grade Students Of SMPN 3 Bantul In The Academic Year 2017/2018*. This research employed quasi-experimental design. This design was non-equivalent pre-test and post-test control group design. The population of this research was all of students 8th class. The sample was 8th A class as control class and 8th B class as experimental class. The result showed that there is a significant difference of students reading comprehension between both experimental and control classes. The mean score of experimental class is higher than the mean score of control class ($70.85 > 51.28$). It was found that the method of the Small Group Discussion was a good method that could be applied in teaching reading comprehension to students at junior high school level. However, there are four steps of the treatment.

Second previous study was conducted by Salsabila Rizky entitled "*The Effectiveness Of Teaching Reading Comprehension Through Small Group*

Discussion Technique Of Tenth Grade Students At SMAN 1 Tulungagung In Academic Year 2016/2017". The research design was pre-experimental. The sample was chosen by non-probability sampling. The result of this research was significant before using Small Group Discussion strategy the students mean was 61.57 while after using Small Group Discussion the students mean was 83.71, so the difference was 22.14 from 35 students. However, there are missing steps of the treatment.

Based on the researcher above, it showed that the Small Group Discussion strategy can improve the students reading ability. So, this research focused on using Small Group Discussion strategy to improve the students reading ability score on the eight-grade of SMPN 10 Malang in Academic Year 2018/2019 entitled Improving Students' Reading Ability Through Small Group Discussion (SGD) On The Eight Grade Of SMPN 10 MALANG.

CHAPTER III

RESEARCH METHOD

This chapter discussed the research design, data and source of data, research procedures, research instrument, data collection, data analysis, and validity of the study.

3.1 Research Design

A classroom action research was employed in this study. The purpose of this study is to solve the problem of reading skills faced by the students in the class. This classroom action research is to improve teaching strategies toward learning processes to improve student skills (Wardoyo, 2013). Classroom Action Research is a general methodology used to improve conditions in classroom based on the environment (Craig, 2009). Through CAR, the researcher can find out the right strategy based on the field situation to solve class problems and improve the students' reading skills in the class by recount text.

Based on Kemmis and Mc. Taggart (1988) there were four stages in CAR that are planning, acting, observing, and reflecting. The first step is planning. According to Latief (2011), planning is a step to prepare classrooms, and choose appropriate strategies which can help to solve problems in class. Acting is the second step that is implementing the strategy as planned. Third is observing, this is a data collection process that shows the success of the strategy in solving class problems. The final step is reflecting. Reflecting is the process of analyzing data to determine the success of a strategy in solving class problems. The CAR design is presented in the figure below:

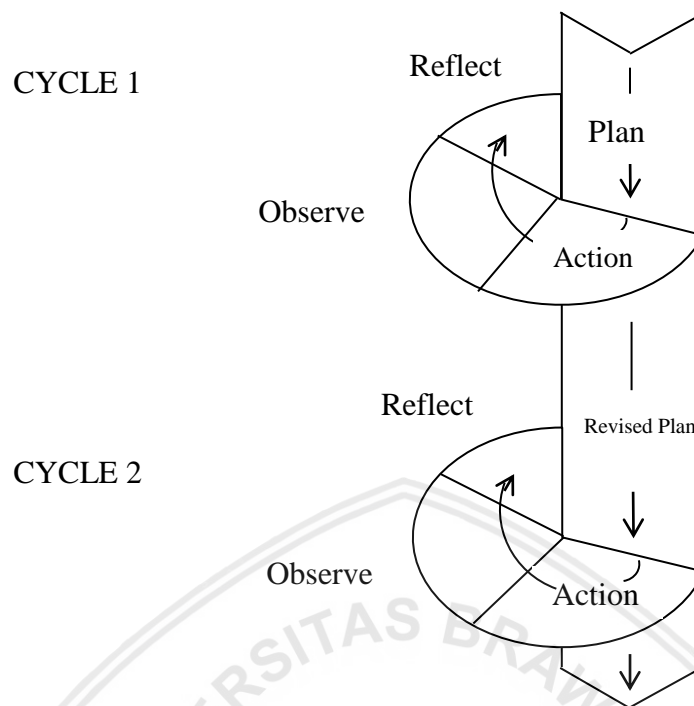


Figure 3.1 The Classroom Action Research Design (Kemmis and McTaggart, 1988).

In this study, the researcher collaborated with the English teacher to conduct the research. In conducting this research, the researcher acted as the teacher and the English teacher acted as the observer. According to Ali and Asrori (2014), the researcher usually collaborates with the teacher to get advice about the methods used by the researcher. Therefore, the suggestion from the English teacher was important in this study to create a good lesson plan and find out the characteristics of the students before and while applying the Small Group Discussion strategy.

3.2 Data and Source of Data

This research was conducted at SMPN 10 Malang which is located on Jl. Mayjend Sungkono no. 57, Malang. The participants of this study were the eighth grade students of SMPN 10 Malang in the academic year 2018/2019 (See

Appendix 19). Participants consisted of 30 students consisting of 14 boys and 16 girls. Class 8J was chosen because the researcher found that they had difficulties in reading ability. During the research internship program, the researcher had conducted interview with the English teacher from which that the students had some difficulties in reading especially when it came to understanding the meaning of a words.

3.3 Research Procedures

The four-stage procedure of a CAR was employed in conducting this study, the preliminary study, acting, observing, and reflecting.

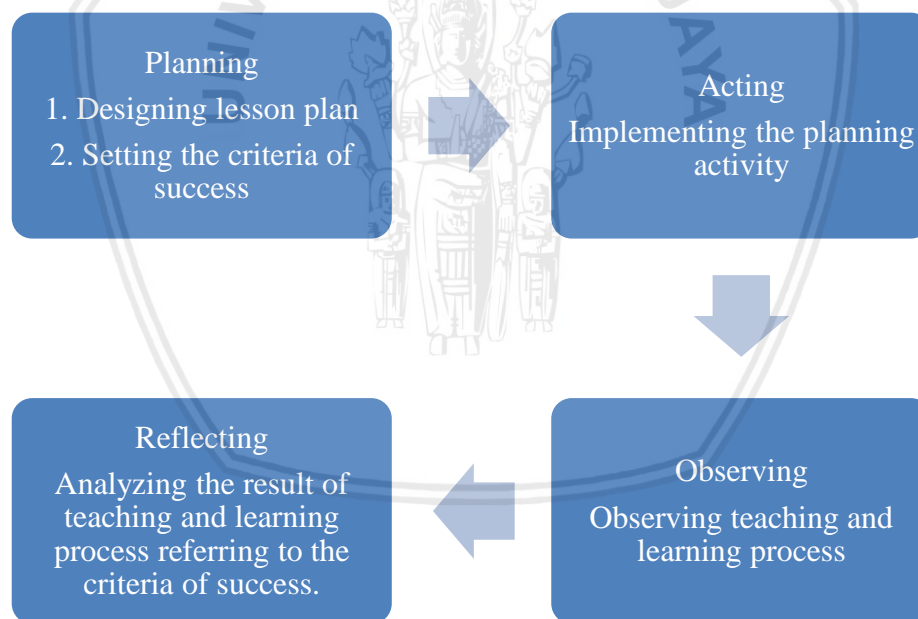


Figure 3.3.2 The classroom action research procedure adapted from Kemmis and McTaggart (1988).

3.3.1 Preliminary study

Preliminary study was conducted on Friday, November, 15th 2018 (*see appendix 18*). Preliminary study was conducted to get information and analyzed the problems related to the students' problem in reading recount text. During the preliminary study, the researcher interviewed the teacher to know the problem of the students on reading and found out that the students' class average score was less than 75 point. The low reading score was due to some problems students faced one of the problems was they had less vocabulary.

3.3.2 Planning

Planning is the stage for preparing classroom teaching strategies that was developed in this study to solve student problems. In planning, researcher was collaborated with teacher in designing lesson plan, teaching materials, and evaluations. The teacher had experience in designing lesson plan. So, the researcher needed more advice to design good material. Then, evaluation was important to know the teacher's perspective on the teaching activities that have been designed to create better teaching method.

Lesson plan was made by the researcher and the collaborator based the information of the preliminary study. In planning, they designed a lesson plan consisting of several activities, prepared material, designed tasks, and designed the post-test. The lesson plan was used as the guideline for the researcher in the teaching and learning process.

3.3.2.1 Design of the lesson plan

The researcher and the English teacher designed the lesson plan in order to make the teaching and learning process gone well. The lesson plan covered the standard of competence and basic competence which had been set by the government with syllabus of curriculum 2013. For the teaching plan, the researcher and the English teacher design 4 meetings in 1 cycle.

The research provided the Small Group Discussion strategy. The researcher used the observation checklist, the field note and the test as the instrument. Observation checklist was used to determine the implemented of Small Group Discussion in class. Field note was used to record activities of the students and the teacher, the students' response during the learning process, ideas, and questions based on observation. The test was used to obtain the students' achievement. Field note was adopted by Putri Suci A (2016).

3.3.2.2 Criteria of success

Criteria of success are used to measure whether Small Group Discussion is successful or not which is indicated by student's score. The score is used to determine the success of the Small Group Discussion strategy, namely when 75% of students reach the Minimum Score Standard or Minimum Passing Grade (KKM) in SMPN 10 Malang, which is 75. It affected the researcher to proceed to the next cycle or not. If a students' post-test score can reach the criteria of success that means the Small Group Discussion strategy was successful. The researcher must

carry out the next cycle until the student's post-test score reached the pre-determined success criteria when the cycle has not been reached.

3.3.3 Acting

Acting is the third stage after the planning stage to implement the planned learning strategy. At this stage, the researcher applied the prescribed learning process. The researcher applied the Small Group Discussion strategy in teaching the ability to read recount texts in four stages. The students was provided the material, given group discussions and quizzes. The researcher acts as the English teacher and the teacher acted as the observer. The Small Group Discussion strategy implementation is involved in four meetings in one cycle.

3.3.3.1 Implementing the action

The next stage was the process of the implementation Small Group Discussion strategy. The researcher' role is as a teacher who implemented the strategy of the Small Group Discussion in the teaching and learning activities. The teacher taught recount text based on the lesson plan that has been already prepared. The teacher used Small Group Discussion strategy in order to improve the students' reading ability in recount text. Each group consists of 5 students.

3.3.3.1.1 Cycle 1

There were four meetings in this research. In the first meeting, the researcher did pre-test. Then, the teacher conducted a brainstorming to the students by giving three texts related to the material. The teacher also

divided students into some small groups consisting of 5 students to do the discussion. The last section, the researcher conducted a post-test.

Table 3.3.3.1.1 Steps of conducting Small Group Discussion

There were ten steps in process of the implementation of the Small Group Discussion on teaching reading ability. The first, the researcher reviewed the material about recount text. The second, the researcher explained about how to use small group discussion in learning. The third, the researcher told the students to get a group. The fourth, the researcher distributed the task to students in form of jumbled sentences consists of five questions. The fifth, the students discuss the tasks that are given by researcher with their group. The sixth, the researcher did monitor the students. The seventh, the researcher gave some questions in each of students to know the improvement of the students' vocabulary. The eighth, the researcher also asked the students about the result of the discussion. The nine, each group must present in front of the class and match the story with the picture on the whiteboard. The last, the researcher with students reviewed the material.

However, if the result of Cycle 1 was not show a better improvement, and the criteria of success is not reached, the researcher conducted another cycle and, other cycle 2 until the criteria of success is reached.

3.3.4 Observing

At this stage, the English teacher as an observer, conducted observation for classroom action research and wrote important things and problems found during implemented in the classroom. He observed the

implementation of the Small Group Discussion strategy not only about the teaching learning process but also about the progress of students' achievement.

3.3.5 Reflecting

Researcher analyzed data collected from interview, the pre-test, list of observations, field note, and the post-test to determine whether the Small Group Discussion strategy success in improving students' reading skills in accordance with the scores of students who would achieve the criteria of success. In determined the success of the Small Group Discussion strategy, researcher analyzed the data and compared students' post-test scores with predetermined success criteria. The success criterion was 75% of students reach the Minimum Passing Grade (KKM) score of 75. This stage also determined whether the researcher needed to do the next cycle or not.

3.4 Instruments

Four instruments used in this research to collect the data, the researcher used an interview to the teacher, observation checklist, field note and reading test. The instruments used before and after the implementation of Classroom Action Research procedures. The use of instrument is in line with Craig (2009) who argues that the sets of data are used to clarify regarding the data and to revise the data.

3.4.1 Interview

There were many ways people gathering information through interaction with others. Interviews are common methods used to gather information from people. According to Kumar (1996) interviews are interactions between two or more individuals with specific goals. This study uses interviews to collect information from teachers about the problems of students and teacher during the learning process and teaching reading ability.

This research used structured interviews to gather information. Structured interviews refer to a list of written questions, prepared for use by interviewers, in person-to-person interactions (Ibid, 1996). Structured interviews help interviewers in preparing questionnaires and providing uniform information.

3.4.1.1 Before the implementation of the Small Group Discussion

In this study, the researcher conducted one interview to collect data from the teacher. The interview was conducted in the Small Group Discussion preliminary study. The researcher adopted the questions intended for the English teacher of class 8J (*See Appendix 1*). There were 5 questions asked by the researcher included the teacher background, the implementation of English learning, and the student difficulties in reading ability. The questions were adopted by Jauhar Zubada (2016).

3.4.1.2 After the implementing of Small Group Discussion

The researcher did interview to the students after the application of the Small Group Discussion strategy. At this step, the researcher was chosen 6 representative students, to be interviewed by the researcher (*See Appendix 4*).

The researcher chose 6 students after having the reading test. There were three students had lower score 75 and three students had higher score 75. The data was used to determine the response of the students after the application of the Small Group Discussion strategy. The questions for the interviewed were consisted of four questions for the student's interviewed which is adopted by Jauhar Zubada (2016). These questions aimed to determine the students' perceptions using Small Group Discussion in improving their reading ability about recount texts.

3.4.2 Observation checklist

Observation was used in the classroom to collect data and get more information about the teaching and learning process. In this study, the observer was the teacher. Observations are made to observe interactions or phenomena that occur (Kumar, 1996). Observation can help the researcher to get data about the application of the Small Group Discussion in class (*See Appendix 14*). Observation checklist was adopted by Putri Suci A (2016). In observation, observer was able to see the chronological phenomena of teaching and learning during class interactions and activities (Burns, 1999). In this study, the observation checklist was used to determine the implementation of the Small Group Discussion strategy in class. The observation checklist consists of ten data and focuses on student responses, teacher roles, and how well the application of the Small Group Discussion influences, the students in reading comprehension of the recount text. Observation was used at each meeting.

3.4.3 Field note

The English teacher, as an observer, wrote the results of observations in the field notes during the Small Group Discussion implementation. In field notes, he wrote everything that happens in the field that might potentially be an important data source (Bogdan and Taylor, 1984). Field note included descriptions of people's activities, events, and conversations based on fields. Field note was used to record activity of students and teacher, student responses during the learning process, ideas, and questions based on observation (*See Appendix 12*). During fieldwork, the research must work out his or her relationship to the field, to the members of the setting being observed and to one owns way of seeing. It is adopted by Putri Suci A (2016).

3.4.4 Test

Tests are general instruments used to collect data. This consisted of a series of questions and exercises that were used to measure individual or group achievements or abilities (Brown, 2004). In this study, test was used to determine students 'abilities and increase students' understanding of recount text. The researcher conducted two tests: a pre-test and post-test.

3.5 Data Collection

Data collection was the stage to collect and analyze the accuracy of the data according to the subject used. Then, these results were evaluated to get the accuracy of the data. The researcher divided the data collection technique into five steps.

3.5.1 Pre-Test

This test was conducted in the first meeting. The pre-test is a test from the researcher for students and given before conducting the research. The researcher gave a test consists of 20 questions in the form of multiple choices. The students were given 35 minutes to work on the problem. The test was made by the researcher. The question was validated by the English teacher (*See Appendix 6*).

3.5.2 Collecting the score of the Pre-Test

After the test was done, the questions were collected by the researcher to find out the students' abilities. This was done by the researcher to get the information needed according to the criteria of the researcher. The researcher helped the teacher to determine the level of students' ability to understand the problem. Then, from the results of data collection the researcher can determine the appropriate implementation to improve the students' understanding in reading recount text.

3.5.3 Implementing

The researcher was chosen the small group discussion strategy for having the implementation. There were four meetings in this cycle. The implementation in this cycle was started on March 11th, 12th, 18th, and 19th, 2019. First, the researcher explained the instruction to do small group discussion. Second, the students had the learning activities by implementing the Small Group Discussion strategy. The researcher gave a task at each group. So, they divided into 5 students in each group.

3.5.4 Post-Test

Post-test was conducted after the implementation. The post-test is the last test to evaluate the students' understanding and abilities. The post-test consists of 20 questions in the form of multiple choices. This topic was different but the instruction is same with the pre-test. This post-test was done to determine the students' improvement in reading after having the implementation. The posttest was made by the researcher. The questions' was validated by the English teacher (*See Appendix 9*).

3.5.5 Criteria of Success

This stage was done to get the student score. The result was obtained from the post-test. The students score of the post-test compared with the pre-test score. The aimed was to find out whether there are improvements. To determine the completeness of the implementation, the researcher used the Minimum Score Standard or Minimum Passing Grade (KKM) in SMPN 10 Malang, which 75. The researcher believes that every student in the class can achieved thoroughly determined competencies with the right assistance. The success of learning contains the meaning of completeness in the learning process. A complete learning is the achievement of competencies which includes knowledge, skills, attitudes, or values that were manifested in the habit of thinking and acting. If the students who had a higher score 75, the researcher did not to do the next cycle.

3.6 Data Analysis

Data analysis was done after data were collected. According to Ary et al. (2010), data analysis involves reviewing data as they are being collected

and trying to synthesize and make sense of what is observed. This study collected the data from the interview through the teacher that explained the problem of the students in the class, the observation that explain the students' activity during the class, and result of the students' reading ability in score. There were two tests in scoring the students' reading ability, there are pre-test and post-test. There are questions multiple choices in each test about reading ability. The researcher was made scoring rubric to give the students score.

To know the students' class percentages passing the minimum passing grades or Kriteria Ketuntasan Minimal (KKM), the researcher also used the formula below: (*See Appendix 21*)

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

In which:

- P = The class percentage
- F = Number of student who passed the KKM
- N = Number of students who took the test

(Adopted from Sudijono,2008)

The meaning of P is the class percentages to know the students' class average. F means the number of students who pass the KKM in the reading ability post-test. N represents the number of students who take the post-test in the classroom.

The students' score was evaluated and compared with the criteria of success, if the average scores in post-test reaches the target, the cycle was completed.

3.7 Validity of the Study

The researcher gave a pre-test which consists of 20 questions to students. The researcher also gave a post-test which consisting 20 questions. According Azwar (1996) Validity is an instrument in a study that is suitable with existing theories and methods so, that it is stated possible to use. The validator of the lesson plan was the English teacher as the collaborator (*See Appendix 5*). This research conducted the instrument which is test.



CHAPTER IV

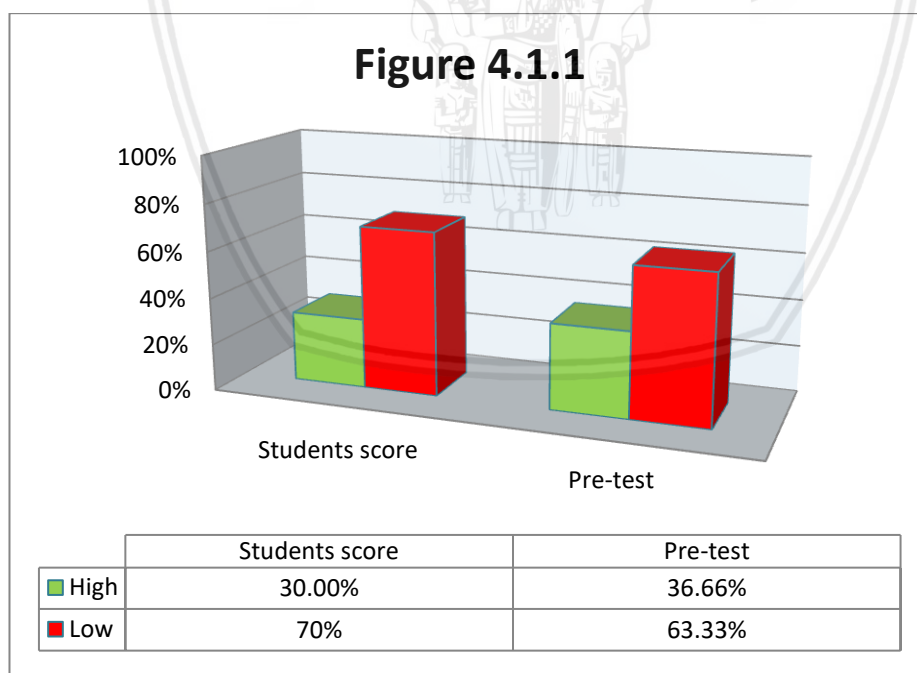
FINDING AND DISCUSSION

This chapter presents the research finding and discussion. The finding of the research deals with the result of the implementation of a small group discussion. The data shows the improvement of the students' ability in reading a recount text.

4.1 Finding

This chapter explained the result of the preliminary study and the result after the implementation of the strategy.

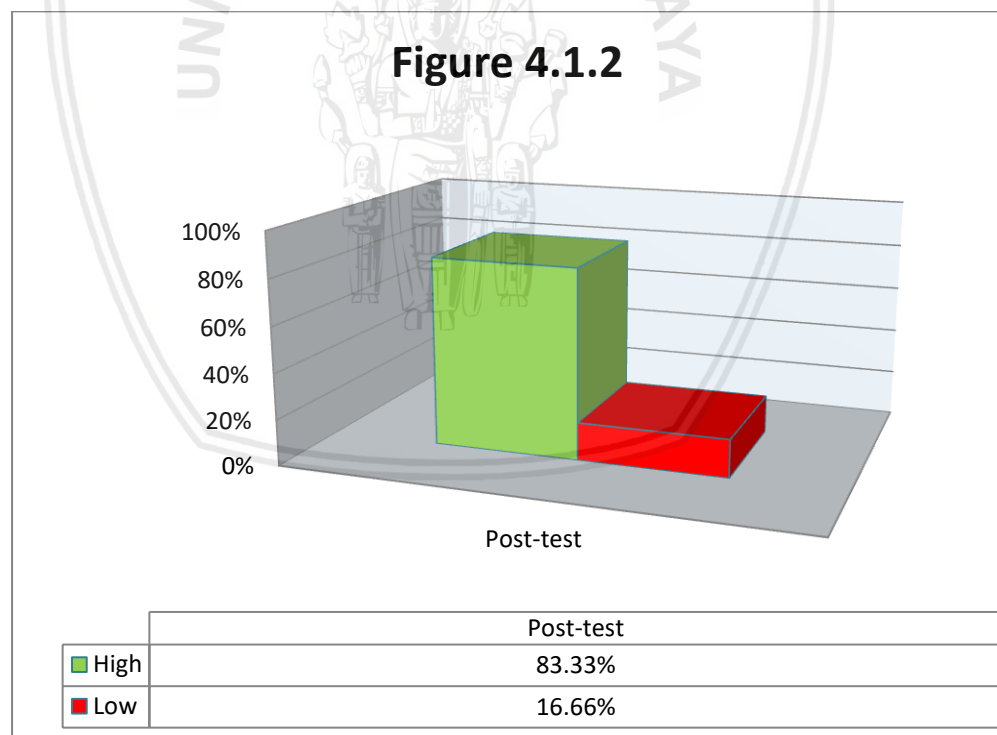
4.1.1 Preliminary Study



The preliminary study was held on Friday, 15th November 2018 while the students' pre-test was held on Monday, 12th April 2019. The result of the

preliminary study showed that there are students who had a low vocabulary and low understanding of the text. From the students' score, the researcher found that 9 or 30% out of 30 students had a higher score than the minimum passing grade score. While a number of the students who had a lower score than the minimum passing score (75) were 21 of the students or 70%. Then from pre-test, the researcher found that 11 out of 30 students or 36.66% of them had a higher score than 75, which means that the rest of the students or the majority of them had a lower score than 75. Therefore, the researcher implementing this strategy called small group discussion in order to improve the students score.

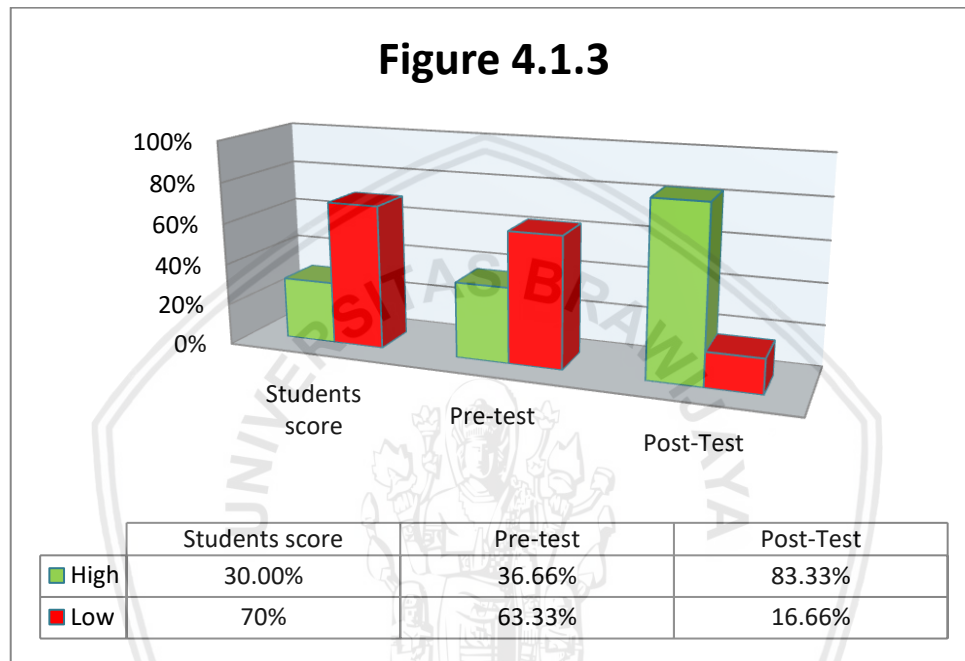
4.1.2 Post- Test



The students' post-test was held on Tuesday, 19th April 2019. The result of the post-test showed that students had improvement in reading ability. The post-test contains a different recount text with the one in pretest but still in the same

theme. The result showed that 25 students or 83.33% of the students passed the minimum passing grade score and there were 5 out or 16.66% of the students did not pass the minimum passing grade score.

4.1.3 The overall finding.



The result of preliminary study, pre-test, and post-test

The diagram showed the result of the preliminary study, the pretest and also the posttest. It showed that there is an improvement in the students' reading score, after the implementation of the Small Group Discussion strategy. The number of the students that could pass the minimum passing grade score is greatly increased. It showed that before implementation of the small group discussion strategy, there were only 30% of the students in preliminary test and 36.66% of the students in pre-test who got a higher score than 75. This number increase significantly up to 83.33% after the implementation of the Small Group

Discussion. The students score in reading significantly improve because the researcher was repeated the words on the material which is used media to give the students motivation.

4.3 Discussion

It was proven from the result of students' score, before implementing the Small Group Discussion strategy, students who passed the minimum score in preliminary study were only 30% or 9 students out of 30 students. While, there was significant improvement after implementing the Small Group Discussion strategy, 25 students or 83% have passed the minimum score well. So it can be known that through the implementation of the Small Group Discussion strategy with some unique and interesting teaching procedures in teaching recount text can improve students' reading ability. This finding is in line with a study done by Ningsih (2017) who revealed that the Small Group Discussion implementation is a good method to improve students' reading comprehension successfully. So it can be concluded that the Small Group Discussion strategy is one of alternative way to improve students' reading ability.

The implementation of the Small Group Discussion strategy in this research was conducted with unique and interesting teaching procedures such as using repetition on vocabulary and jumbled sentences and pictures. The implementation of those teaching process is in purpose to engage students' motivation to learn. Those activity was another thing that helped the students to be involved actively in learning process. In that activity students were asked to ensure their understanding in learning recount text by doing the task and

assignment in group. Combining the reading text into group discussion made the students to be more active and motivated to find the information in the text (Harmer, 2001). Therefore, implementing attractive teaching method in the Small Group Discussion strategy can improve students' understanding as well as their interest during the learning process so they can improve their reading ability.

One of the activities that was done during the implementation of the Small Group Discussion was vocabulary repetition. Student had a chance to ask questions about the difficult words then they were asked to repeat vocabularies that had been given. Students made the improvement because of the repetition of vocabulary during the teaching process, it was proven from their active participation. Repetition also made the students active in learning activity especially in group discussion. Based on Bruner (2000) repetition is an interesting and important way in learning mastery. So the students know well the words that were being learned in which it is one of important elements in reading ability.

The other activity during implementing the Small Group Discussion strategy was jumbled sentences and pictures. In group work, students were asked to arrange the story and match the pictures. Using this activity, students had better understanding in the generic structure and language feature of recount text. Combining the teaching activity with jumbled sentences can motivate students' creativity. According Wright et al (2006) jumbled sentences can help the students to think creatively and logically to determine the sentences appropriately. In conclusion, implementing the Small Group Discussion strategy with interesting activity made students got better improvement in learning, especially their reading ability in recount text.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two topic related to this research. It included conclusions and suggestions drawn from the finding of the study about the reading ability through Small Group Discussion strategy.

5.1 Conclusion

Based on the result showed that 25 students or 83.33% of the students passed the minimum passing grade score and there were 5 out or 16.66% of the students did not passed the minimum passing grade score. Therefore, the researcher concluded that the strategy and the media can significantly improve the students' scores and reading ability. The following are several reasons that the Small Group Discussion strategy and the media have improved the students reading ability.

Firstly, the Small Group Discussion strategy was used in each meeting. The students can comprehend the meaning of a text by sharing and discussing their ideas with other members' in group. Then, the students' repetition a word of the vocabulary in each meeting to improve their vocabulary related their story.

Secondly, the students learned by using jumbled sentence as a media to make them motivated and interested in learning process. This media can help the students to be easier in exploring their ideas and understand the rule of the recount text. Almost all of the students more motivated to learn. They also had a better improvement in reading score. Lastly, it can be concluded the Small Group Discussion strategy used by participants help them to achieve their reading ability

score well. Therefore, by using the Small Group Discussion strategy and the media, the researcher has facilitate and gave direction to the student in learning process so that the students become more active, cooperative, and can convey their ideas. That way, teaching and learning process became more conducive.

5.2 Suggestion

Regarding the implementation of the Small Group Discussion strategy in improving reading ability, there are two suggestions given to the English teacher and the next researcher who will do a research on the same topic. First, the English teacher can used the Small Group Discussion strategy to give an alternative way in teaching reading strategy especially recount text to help students in reading process. Second, the next researcher who want to conduct studies that related the Small Group Discussion strategy in teaching reading ability are suggested to conduct by using Small Group Discussion strategy at different subject or different genre of text to give an alternative way in teaching reading.

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APPENDICES

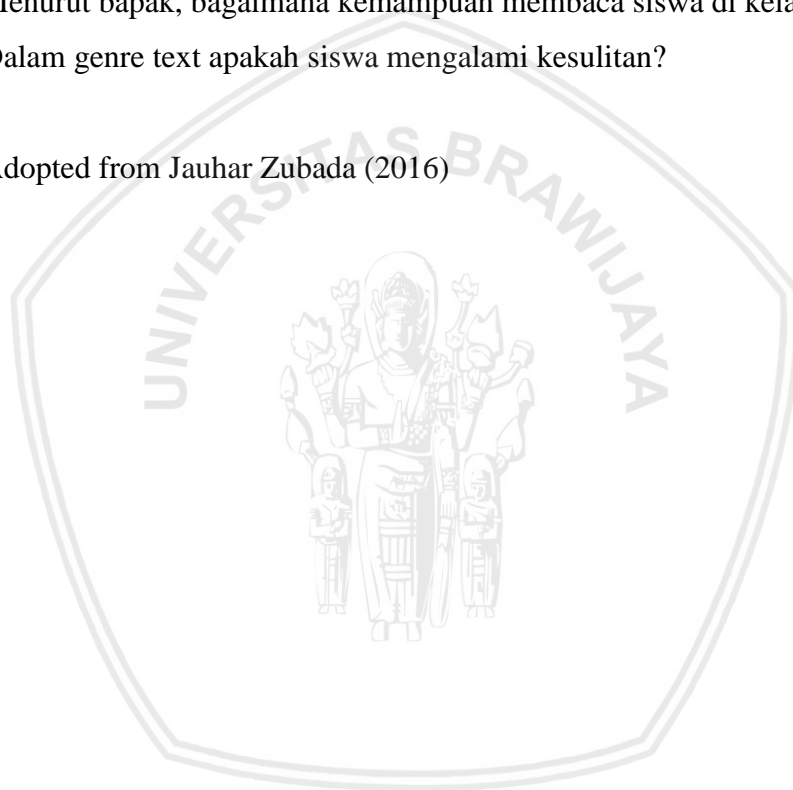


Appendix 1

Interview Guide for Teacher before the Cycle

1. Masalah apa yang dihadapi siswa dalam mata pelajaran bahasa inggris?
2. Dalam 4 skill (listening, speaking, writing, reading), diskill manakah para siswa mengalami kesulitan?
3. Menurut bapak, adakah solusi agar siswa khususnya di kelas 8 J dapat meningkatkan kemampuan berbahasa inggris?
4. Menurut bapak, bagaimana kemampuan membaca siswa di kelas 8 J?
5. Dalam genre text apakah siswa mengalami kesulitan?

Adopted from Jauhar Zubada (2016)



Appendix 2

The Result of Interview

1. Masalah apa yang dihadapi siswa dalam mata pelajaran bahasa inggris?

Jawab :

Kosakata dan memahami maksud dari arti perkalimatnya atau penggunaannya.

2. Dalam 4 skill (listening, speaking, writing, reading), diskill manakah para siswa mengalami kesulitan?

Jawab :

Yang paling susah speaking, sehingga speaking akan diberikan paling akhir semester agar siswa mampu memahami speaking lebih lama.

3. Menurut bapak, adakah solusi agar siswa khususnya di kelas 8 J dapat meningkatkan kemampuan berbahasa inggris?

Jawab :

Mereka akan saya drilling agar memahami bacaan yang mereka baca dan lebih termotivasi dan tertarik untuk membacanya lebih lanjut (ketika pelajaran dikelas) atau kalau diluar ruangan mendengarkan music untuk memparaphrase lirik tersebut.

4. Menurut bapak, bagaimana kemampuan membaca siswa di kelas 8 J?

Jawab :

Dalam hasil Ulangan Harian dan UTS siswa kelas 8 J mengalami kesulitan dalam mengetahui makna atau maksud dari kalimat tersebut.

5. Dalam genre text apakah siswa mengalami kesulitan?

Jawab :

Saya baru mengajar descriptive text. Dalam teks tersebut siswa mengalami kesulitan ketika membaca teks panjang atau pendek. Beberapa siswa mengalami kesulitan akan maksud dalam text tersebut karena kurangnya kosakata (vocabulary).

Appendix 3

Interview guide for students after the cycle

1. Menurut anda, apakah Bahasa Inggris itu penting?

Jawab :

2. Apakah menurut anda Bahasa Inggris itu sulit?

Jawab :

3. Jika anda diminta untuk membaca teks Bahasa Inggris, adakah strategi khusus yang anda gunakan untuk memahami isi teks?

Jawab :

4. Apakah menurut anda SGD technique dapat mempermudah dan meningkatkan kemampuan anda memahami teks bacaan?

Jawab :

(Adopted by Jauhar Zubada, 2016)

Appendix 4

Result guide for students after the cycle

Irenne Balqista / 14

1. Menurut anda, apakah Bahasa Inggris itu penting?

Jawab : Ya, karena untuk kepentingan kita juga kalau sedang pergi ke luar negeri ataupun orang asing yang datang berkunjung ke Indonesia

2. Apakah menurut anda Bahasa Inggris itu sulit?

Jawab : Tidak, karena sebenarnya kita mudah untuk memahaminya

3. Jika anda diminta untuk membaca teks Bahasa Inggris, adakah strategi khusus yang anda gunakan untuk memahami isi teks?

Jawab : Tidak

4. Apakah menurut anda SGD technique dapat mempermudah dan meningkatkan kemampuan anda memahami teks bacaan?

Jawab : Iya, karena dengan adanya SGD bisa lebih mudah memahami teks bacaan.

Result guide for students after the cycle

RA / 22

1. Menurut anda, apakah Bahasa Inggris itu penting?

Jawab : Ya, karena Bahasa Inggris juga diperlukan

2. Apakah menurut anda Bahasa Inggris itu sulit?

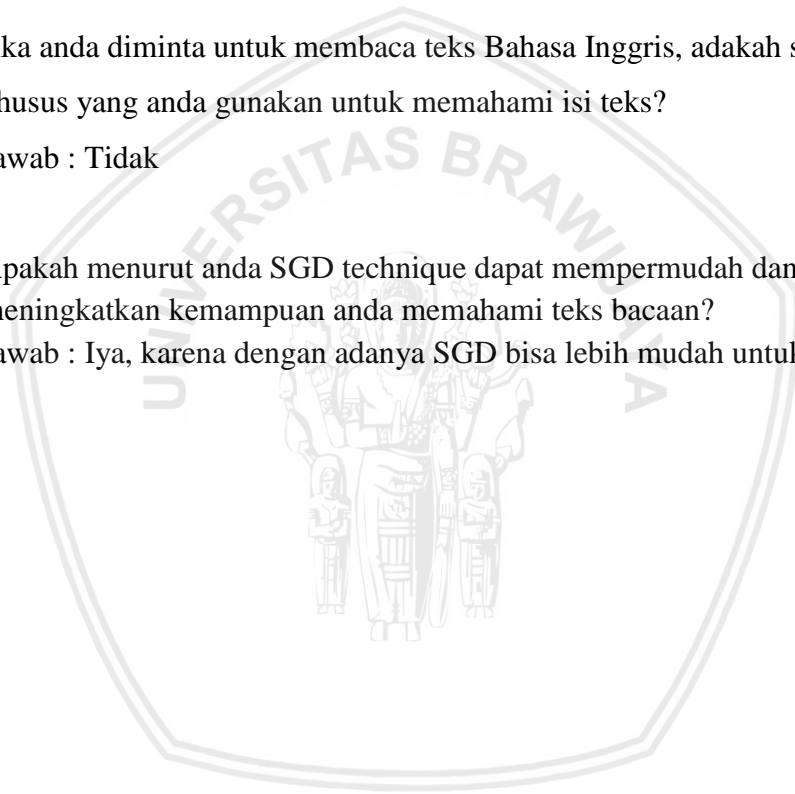
Jawab : Iya, karena saya sulit untuk memahaminya

3. Jika anda diminta untuk membaca teks Bahasa Inggris, adakah strategi khusus yang anda gunakan untuk memahami isi teks?

Jawab : Tidak

4. Apakah menurut anda SGD technique dapat mempermudah dan meningkatkan kemampuan anda memahami teks bacaan?

Jawab : Iya, karena dengan adanya SGD bisa lebih mudah untuk belajar.



Result guide for students after the cycle

AHA / 01

1. Menurut anda, apakah Bahasa Inggris itu penting?

Jawab : Penting sekali, karena jika ke luar negeri sudah ada bekal dari Indonesia

2. Apakah menurut anda Bahasa Inggris itu sulit?

Jawab : Tidak, selama ingin belajar dan semangat

3. Jika anda diminta untuk membaca teks Bahasa Inggris, adakah strategi khusus yang anda gunakan untuk memahami isi teks?

Jawab : Tidak ada, karena gampang dimengerti

4. Apakah menurut anda SGD technique dapat mempermudah dan meningkatkan kemampuan anda memahami teks bacaan?

Jawab : Iya, dapat mempermudah memahami dan mencampur satu pikiran antara teman yang satu dengan yang lainnya.

Result guide for students after the cycle

MSG / 18

1. Menurut anda, apakah Bahasa Inggris itu penting?

Jawab : Ya, untuk mempermudah mencari pekerjaan

2. Apakah menurut anda Bahasa Inggris itu sulit?

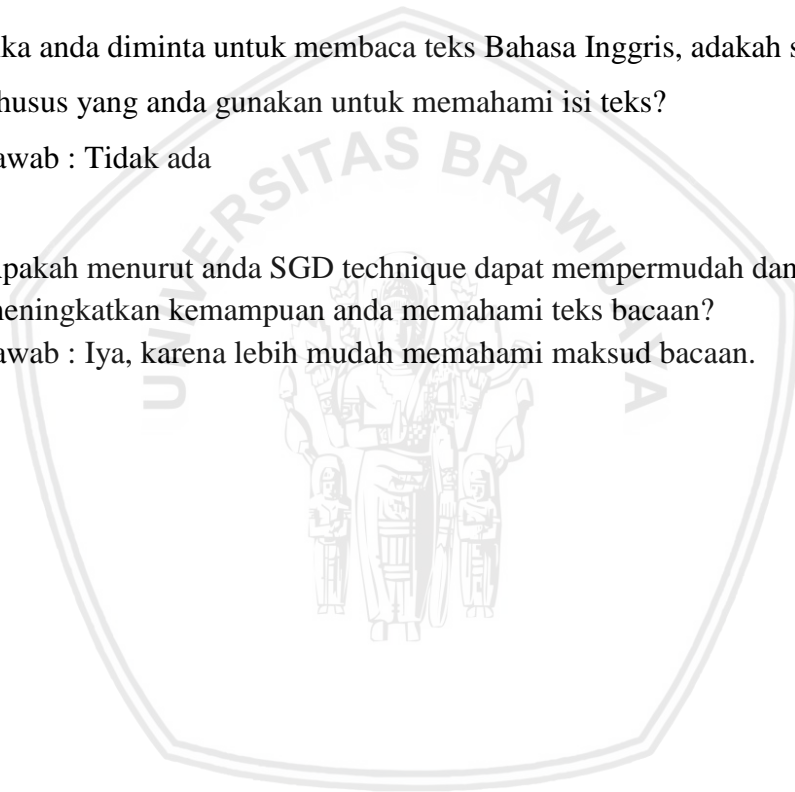
Jawab :Lumayan, karena ada kata-kata yang sulit saya artikan

3. Jika anda diminta untuk membaca teks Bahasa Inggris, adakah strategi khusus yang anda gunakan untuk memahami isi teks?

Jawab : Tidak ada

4. Apakah menurut anda SGD technique dapat mempermudah dan meningkatkan kemampuan anda memahami teks bacaan?

Jawab : Iya, karena lebih mudah memahami maksud bacaan.



Result guide for students after the cycle

AAB / 08

1. Menurut anda, apakah Bahasa Inggris itu penting?

Jawab : Ya, sebab Bahasa Inggris itu Bahasa International

2. Apakah menurut anda Bahasa Inggris itu sulit?

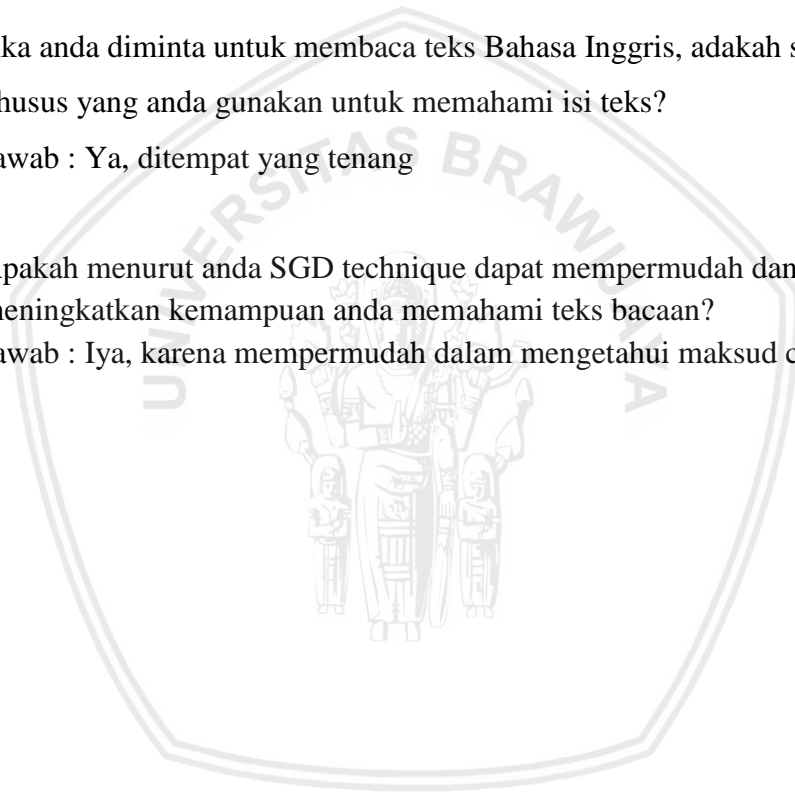
Jawab : Lumayan

3. Jika anda diminta untuk membaca teks Bahasa Inggris, adakah strategi khusus yang anda gunakan untuk memahami isi teks?

Jawab : Ya, ditempat yang tenang

4. Apakah menurut anda SGD technique dapat mempermudah dan meningkatkan kemampuan anda memahami teks bacaan?

Jawab : Iya, karena mempermudah dalam mengetahui maksud cerita.



Result guide for students after the cycle

AP / 28

1. Menurut anda, apakah Bahasa Inggris itu penting?

Jawab : Ya penting

2. Apakah menurut anda Bahasa Inggris itu sulit?

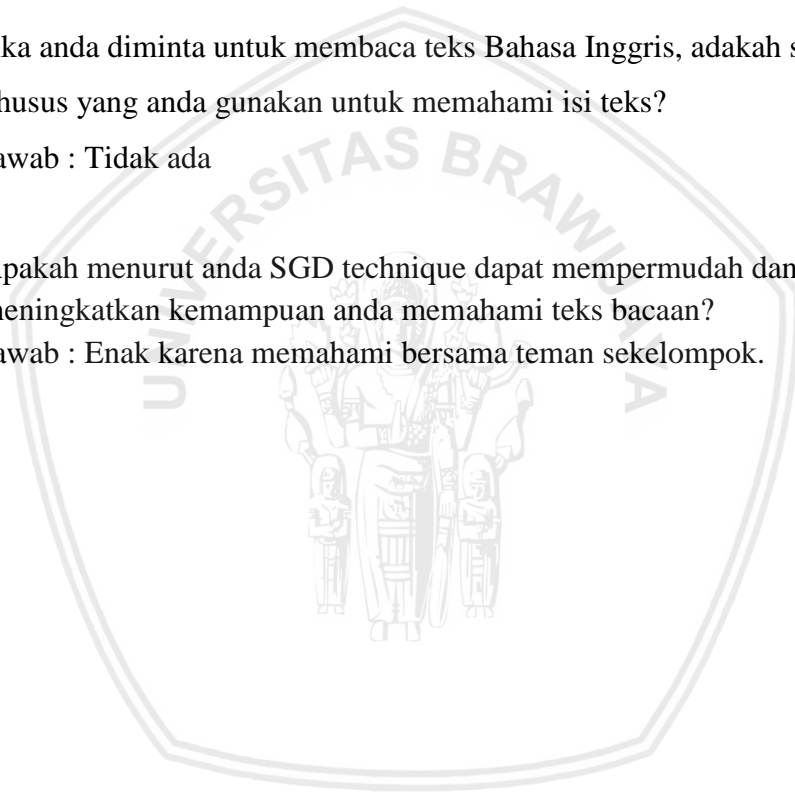
Jawab : Sangat sulit

3. Jika anda diminta untuk membaca teks Bahasa Inggris, adakah strategi khusus yang anda gunakan untuk memahami isi teks?

Jawab : Tidak ada

4. Apakah menurut anda SGD technique dapat mempermudah dan meningkatkan kemampuan anda memahami teks bacaan?

Jawab : Enak karena memahami bersama teman sekelompok.



Appendix 5

Expert Validation

PERMOHONAN DAN PERNYATAAN EXPERT VALIDATION

Hal : Surat Permohonan menjadi *Expert Validation*

Lampiran : Interview Guide

Kepada Yth.
M. Asrofi Huda, S. Pd
SMPN 10 Malang
Di tempat

Dengan hormat,
Sehubungan dengan penelitian yang akan saya lakukan dengan judul "Improving Students' Reading Ability on Recount Text through Small Group Discussion (SGD) : A Classroom Action Research on the Eight-Grade of SMPN 10 Malang", maka dengan ini saya memohon Bapak berkenan memberikan masukan terhadap instrument penelitian sebagai *Expert Validator*. Masukan dari Bapak sangat membantu tingkat kepercayaan hasil penelitian yang saya lakukan.

Demikian surat permohonan ini saya buat, atas perhatian Bapak saya mengucapkan terima kasih.

Malang, 20 Februari 2019

Mengetahui,
Pembimbing *Expert Validation*

Peneliti,


M. Asrofi Huda, S. Pd.
NIP.


Nabella Driana K. H
NIM. 155110501111035

LEMBAR VALIDASI

Petunjuk:

a. Huruf-huruf yang terdapat pada kolom yang dimaksud berarti :

A = Dapat dipergunakan tanpa revisi

B = Dapat dipergunakan dengan revisi sedikit

C = Dapat digunakan dengan revisi sedang

D = Dapat digunakan dengan revisi banyak

E = Tidak dapat digunakan

1. Pre-test

URAIAN	A	B	C	D	E
Penilaian terhadap format guide tentang "Improving Students' Reading Ability on Recount Text through Small Group Discussion (SGD) : A Classroom Action Research on the Eight-Grade of SMPN 10 Malang"		✓			

Saran-saran :

Perbaiki penulisan kata dalam setiap kalimat dan koreksi kalimat.

2. Exercises 1

URAIAN	A	B	C	D	E
Penilaian terhadap format guide tentang "Improving Students' Reading Ability on Recount Text through Small Group	✓				

Discussion (SGD) : A Classroom Action Research on the Eight-Grade of SMPN 10 Malang					
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Saran-saran :

Diperjelas lagi arahan untuk mengerjakan

3. Exercises 2

URAIAN	A	B	C	D	E
Penilaian terhadap format guide tentang "Improving Students' Reading Ability on Recount Text through Small Group Discussion (SGD) : A Classroom Action Research on the Eight-Grade of SMPN 10 Malang"		✓			

Saran-saran :

Sesuaikan gambar dengan cerita yang ada, dan teliti lagi kalimat pertanyannya.



4. Post-test

URAIAN	A	B	C	D	E
Penilaian terhadap format guide tentang "Improving Students' Reading Ability on Recount Text through Small Group Discussion (SGD) : A Classroom Action Research on the Eight-Grade of SMPN 10 Malang"		✓			

Saran-saran :

Teliti kembali dalam memilih kalimat pertanyaan.



M. Asrofi Huda

M. Asrofi Huda

Appendix 6**Pre-test**

MATA PELAJARAN : BAHASA INGGRIS

KELAS/SEMESTER : 8/ DUA

NAME :

CLASS :

Direction: Please, read carefully and choose the best answer between a, b, c, or d!

The text below is for questions number 1 to 6

A Trip to the Zoo

Yesterday my family went to the zoo to see the elephant and other animal. When we got to the zoo, we went to the shop to buy some food to give to the animals. After getting the food we went to the nocturnal house where we saw birds and reptiles which only come out at night. Before lunch we went for a ride on the elephant. It was a thrill to ride it. Dad nearly fell off when he let go of the rope. During lunch we fed some birds in the park. In the afternoon we saw the animals being fed. When we returned home we were tired but happy because we had so much fun.

1. What the purpose of the text?
 - a. To explain about something true
 - b. To inform about the writer activities
 - c. To entertain the readers about the funny story
 - d. To retell about the writer's happy day

2. The generic structure of the last paragraph is called.....
- a. Reason
 - b. Event
 - c. Re-orientation
 - d. Orientation
3. What made everything went happy?
- a. His food was left at home
 - b. His family go to picnic
 - c. He can see the elephant and other animal
 - d. He got a good scores
4. Which of the following statement in NOT TRUE according to the text?
- a. The writer's buy some food to give to the animals
 - b. They went for a ride on the horse
 - c. They have lunch before ride on elephant
 - d. They had so much fun
5. What type of text is the above text? It is...
- a. A narrative text
 - b. An expository text
 - c. A recount text
 - d. A descriptive text
6. The antonym of "happy" is?
- a. sad
 - b. alone
 - c. glad
 - d. terrible

The following text is for questions 7 to 15

Climb Mount Merapi

Two days ago I went to the Merapi Mountain. It was the first time I climbed the mountain. I did it with some of my friends. We start climbing at 8 p.m. it was so dark and we only used flashlight to get the way. I felt no worry because all of my friends were professional climber. I just followed their instruction.

We climbed slowly and enjoy the night there. After 7 hours walking in the dark, we could reach the top of the mountain. It was at 3 a.m. early in the morning. We were not alone. There were a lot of people who reached that top

before us. We waited the sun rises by cooking some food and making some hot drink to get back our energy. We sang some songs together, shared stories and got acquainted with people there.

After seeing the sun raised, we had to go back home. Getting down the mountain was not as hard as the climbing process because we only spent a few energy and time even we had to be more careful to do this process. However, it was great experience I had ever done so far. After all, that was my great experience I had ever have.

(Source : Gudang Pelajaran.com/2017)

7. When did the writer start to climb?

- a. At 10 pm
- b. At 5 am
- c. At 7 am
- d. At 8 pm

8. Why did they used flashlight?

- a. Because it was so dark
- b. Because it was bright
- c. Because it was misty
- d. Because it was rainy

9. Based on the text, where was the writer?

- a. At home
- b. At beach
- c. At merapi mountain
- d. At jungle

10. When did that even happen?

- a. In the middle of the year
- b. Two days ago
- c. The end of the year
- d. At the weekend as usual

11. How long did they walk in the dark?

- a. 3 hours
- b. 7 hours
- c. 12 hours
- d. 30 minutes

12. What is the generic structure of this sentence “After all, that was my great experience I had ever have.” This structure is.....

- a. Event
- b. Orientation
- c. Re-orientation
- d. A reason

13. The antonym of “dark” is?

- a. Bright
- b. Cloudy
- c. Sad
- d. Black

14. Why getting down the mountain was not as hard as the climbing process?

- a. Because the writer felt happy
- b. Because the writer only spent a few energy and time even we had to be more careful to do this process.
- c. Because the writer sang some songs together
- d. Because the writer have a lot of time to getting down

The following text is for question 15 to 20

Pay attention the text below!

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro.

On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmana, Syiwa and Wisnu temples. They are really amazing. We visited only Brahmana and Syiwa temples, because Wisnu temple is being renovated.

On Friday morning we went to Yogya Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m. we heard the announcement that Borobudur gate would be closed.

In the evening we left for Jakarta by wisata bus.

(Source : Quipper blog/November 22, 2017)

15. The purpose of the text is to...

- A. Entertain readers.
- B. Describe the smugglers
- C. Report an event to the police.
- D. Tell past events.

16. What type of text is the above text? It is...

- a. A narrative text
- b. An expository text
- c. A recount text
- d. A descriptive text

17. What is the setting for this story?

- a. It is a well
- b. It is a city
- c. It is a holiday
- d. It is a picnic

18. Why did they are lucky? Because?

- a. They were led by a smart and friendly guide
- b. They were happy
- c. They were travelling
- d. They were good

19. How many characters in the story above?

- a. 5
- b. 4
- c. 3
- d. 2

20. At the end of the story, how were they feeling's?

- a. Angry
- b. Happy
- c. Dissappointed
- d. Sad

Appendix 7

Result of Pre-Test

Pre-test 75

MATA PELAJARAN : BAHASA INGGRIS

KELAS/SEMESTER : 8/ DUA

NAME : Muhammad Surya G

CLASS : 8J

Direction: Please, read carefully and choose the best answer between a, b, c, or d!

The text below is for questions number 1 to 6 B = 15

A Trip to the Zoo

Yesterday my family went to the zoo to see the elephant and other animal.
 When we got to the zoo, we went to the shop to buy some food to give to the animals.
 After getting the food we went to the nocturnal house where we saw birds and reptiles which only come out at night.
 Before lunch we went for a ride on the elephant. It was a thrill to ride it. Dad nearly fell off when he let go of the rope.
 During lunch we fed some birds in the park. In the afternoon we saw the animals being fed.
 When we returned home we were tired but happy because we had so much fun.

1. What the purpose of the text?

a. To explain about something true
~~X~~ b. To inform about the writer activities
 c. To entertain the readers about the funny story
 d. To retell about the writer's happy day

2. The generic structure of the last paragraph is called ...

a. Reason ~~X~~ b. Re-orientation
 c. Event d. Orientation

3. What made everything went happy?

a. His food was left at home
 b. His family go to picnic
~~X~~ c. He can see the elephant and other animal
 d. He got a good scores

4. Which of the following statement in NOT TRUE according to the text?

a. The writer's buy some food to give to the animals
 b. They went for a ride on the horse
~~X~~ c. They have lunch before ride on elephant
 d. They had so much fun

5. What type of text is the above text? It is ...

a. A narrative text ~~X~~ b. A recount text
 c. An expository text d. A descriptive text

6. The antonym of "happy" is?

~~X~~ a. sad b. alone c. glad d. terrible

The following text is for questions 7 to 15

Climb Mount Merapi

Two days ago I went to the Merapi Mountain. It was the first time I climbed the mountain. I did it with some of my friends. We start climbing at 8 p.m. it was so dark and we only used flashlight to get the way. I felt no worry because all of my friends were professional climber. I just followed their instruction.

We climbed slowly and enjoy the night there. After 7 hours walking in the dark, we could reach the top of the mountain. It was at 3 a.m. early in the morning. We were not alone. There were a lot of people who reached that top before us. We waited the sun rises by cooking some food and making some hot drink to get back our energy. We sang some songs together, shared stories and got acquainted with people there.

After seeing the sun raised, we had to go back home. Getting down the mountain was not as hard as the climbing process because we only spent a few energy and time even we had to be more careful to do this process. However, it was great experience I had ever done so far. After all, that was my great experience I had ever have.

(Source : Gudang Pelajaran.com/2017)

7. When did the writer start to climb?

- a. At 10 pm
b. At 5 am
c. At 7 am
 d. At 8 pm

8. Why did they used flashlight?

- a. Because it was so dark
b. Because it was bright
c. Because it was misty
d. Because it was rainy

9. Based on the text, where was the writer?

- a. At home
b. At beach
c. At merapi mountain
d. At jungle

10. When did that even happen?

- a. In the middle of the year
b. Two days ago
c. The end of the year
d. At the weekend as usual

11. How long did they walk in the dark?

- a. 3 hours
b. 7 hours
c. 12 hours
d. 30 minutes

12. What is the generic structure of this sentence "After all, that was my great experience I had ever have." This structure is....

- a. Event
b. Orientation
c. Re-orientation
d. A reason

13. The antonym of "dark" is?

- a. Bright
b. Cloudy
c. Sad
 d. Black

14. Why getting down the mountain was not as hard as the climbing process?

- a. Because the writer felt happy
 b. Because the writer only spent a few energy and time even we had to be more careful to do this process.
c. Because the writer sang some songs together
d. Because the writer have a lot of time to getting down

The following text is for question 15 to 20

Pay attention the text below!

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro.

On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmna, Sylwa and Wisnu temples. They are really amazing. We visited only Brahmna and Syiwa temples, because Wisnu temple is being renovated.

On Friday morning we went to Yogya Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m. we heard the announcement that Borobudur gate would be closed.

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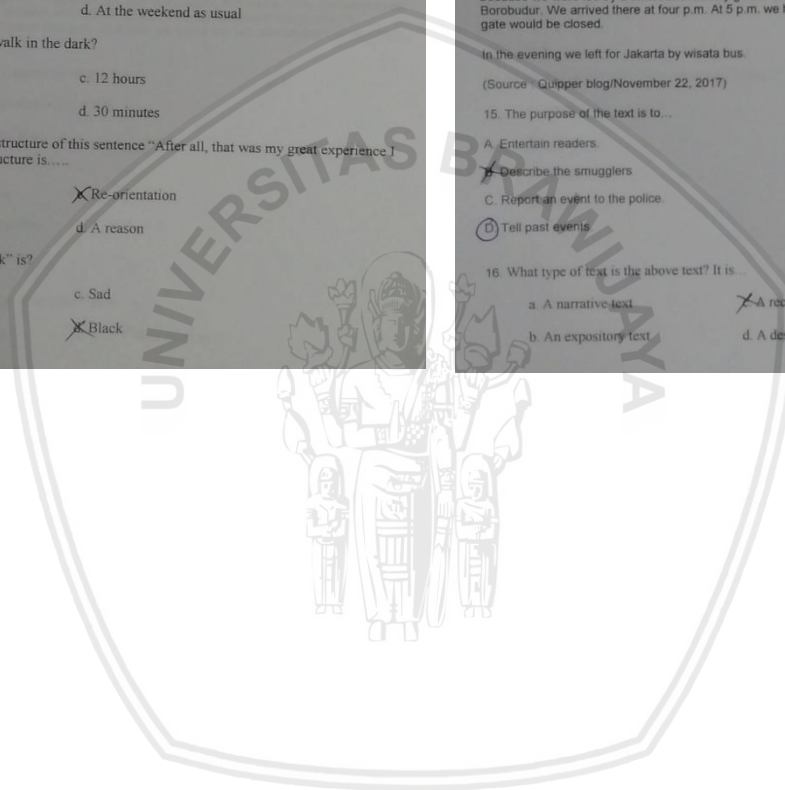
(Source : Quipper blog/November 22, 2017)

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- A. Entertain readers.
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C. Report an event to the police.
 D. Tell past events

16. What type of text is the above text? It is...

- a. A narrative text
b. An expository text
c. A recount text
d. A descriptive text



17. What is the setting for this story?

- a. It is a well
- b. It is a city
- c. It is a holiday
- d. It is a picnic

18. Why did they are lucky? Because?

- a. They were led by a smart and friendly guide
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19. How many characters in the story above?

- a. 5
- b. 4
- c. 3
- d. 2

20. At the end of the story, how were they feeling's?

- a. Angry
- b. Happy
- c. Disappointed
- d. Sad

Pre-test

MATA PELAJARAN : BAHASA INGGRIS

KELAS/SEMESTER : 8/ DUA

NAME : RININE BALQISTA

CLASS : 8J/14

55

Direction: Please, read carefully and choose the best answer between a, b, c, or d!

The text below is for questions number 1 to 6

A Trip to the Zoo

Yesterday my family went to the zoo to see the elephant and other animal. When we got to the zoo, we went to the shop to buy some food to give to the animals. After getting the food we went to the nocturnal house where we saw birds and reptiles which only come out at night. Before lunch we went for a ride on the elephant. It was a thrill to ride it. Dad nearly fell off when he let go of the rope. During lunch we fed some birds in the park. In the afternoon we saw the animals being fed. When we returned home we were tired but happy because we had so much fun.

1. What the purpose of the text?

- a. To explain about something true
- b. To inform about the writer activities
- c. To entertain the readers about the funny story
- d. To retell about the writer's happy day

2. The generic structure of the last paragraph is called

- a. Reason
- b. Event
- c. Re-orientation
- d. Orientation

3. What made everything went happy?

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- b. His family go to picnic
- c. He can see the elephant and other animal
- d. He got a good scores

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- a. The writer's buy some food to give to the animals
- b. They went for a ride on the horse
- c. They have lunch before ride on elephant
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- a. A narrative text
- b. A recount text
- c. An expository text
- d. A descriptive text

6. The antonym of "happy" is?

- a. sad
- b. alone
- c. glad
- d. terrible

The following text is for questions 7 to 15

Climb Mount Merapi

Two days ago I went to the Merapi Mountain. It was the first time I climbed the mountain. I did it with some of my friends. We start climbing at 8 p.m. it was so dark and we only used flashlight to get the way. I felt no worry because all of my friends were professional climber. I just followed their instruction.

We climbed slowly and enjoy the night there. After 7 hours walking in the dark, we could reach the top of the mountain. It was at 3 a.m. early in the morning. We were not alone. There were a lot of people who reached that top before us. We waited the sun rises by cooking some food and making some hot drink to get back our energy. We sang some songs together, shared stories and got acquainted with people there.

After seeing the sun raised, we had to go back home. Getting down the mountain was not as hard as the climbing process because we only spent a few energy and time even we had to be more careful to do this process. However, it was great experience I had ever done so far. After all, that was my great experience I had ever have.

(Source : Gudang Pelajaran com/2017)

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- c. At 7 am
- d. At 8 pm

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- a. Because it was so dark
- b. Because it was bright
- c. Because it was misty
- d. Because it was rainy

9. Based on the text, where was the writer?

- a. At home
- b. At beach
- c. At merapi mountain
- d. At jungle

10. When did that even happen?

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- c. The end of the year
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- d. Black

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- c. Because the writer sang some songs together
- d. Because the writer have a lot of time to getting down

The following text is for question 15 to 20

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On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro.

On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmana, Syiwa and Wisnu temples. They are really amazing. We visited only Brahmana and Syiwa temples, because Wisnu temple is being renovated.

On Friday morning we went to Yogya Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m. we heard the announcement that Borobudur gate would be closed.

In the evening we left for Jakarta by wisata bus.

(Source : Quipper blog/November 22, 2017)

15. The purpose of the text is to ...

- a. Entertain readers.
- b. Describe the smugglers
- c. Report an event to the police.
- d. Tell past events.

16. What type of text is the above text? It is...

- a. A narrative text
- b. A recount text
- c. An expository text
- d. A descriptive text

17. What is the setting for this story?

- a. It is a well
- b. It is a city
- c. It is a holiday
- d. It is a picnic

18. Why did they are lucky? Because?

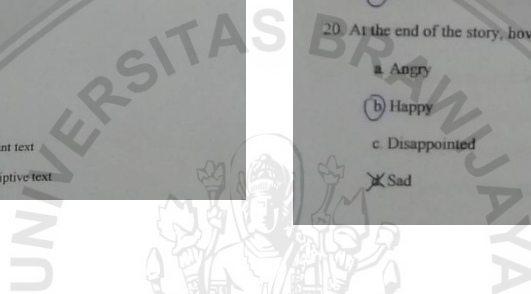
- a. They were led by a smart and friendly guide
- b. They were happy
- c. They were travelling
- d. They were good

19. How many characters in the story above?

- a. 5
- b. 4
- c. 3
- d. 2

20. At the end of the story, how were they feeling's?

- a. Angry
- b. Happy
- c. Disappointed
- d. Sad



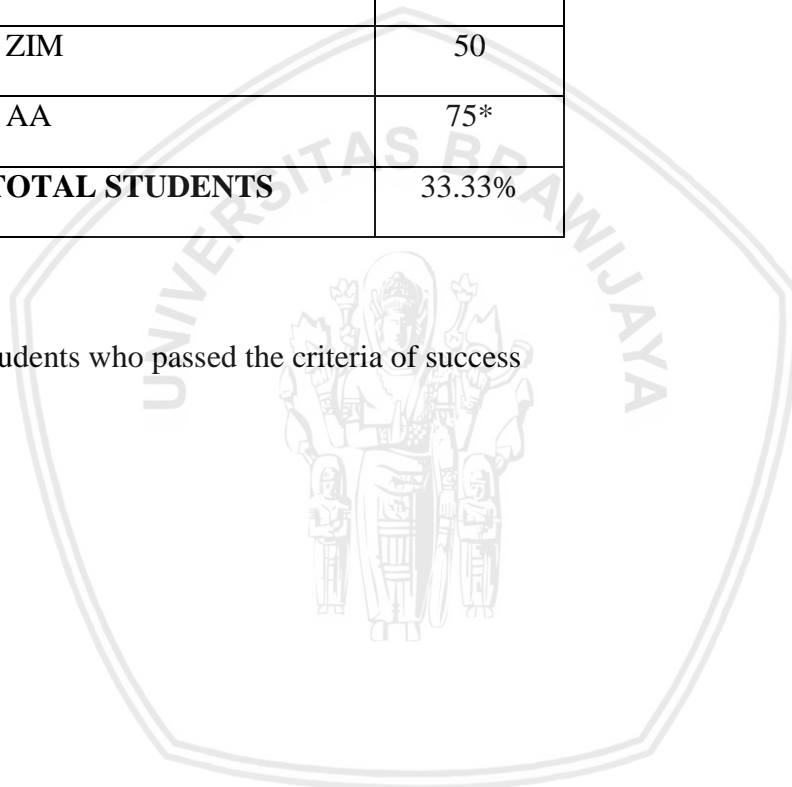
Appendix 8

Result score of Pre-test

NO	NAMA	CYCLE 1
		PRE-TEST
1	AHA	75*
2	AGA	75*
3	ARR	40
4	ARA	65
5	AS	75*
6	AF	45
7	AAB	75*
8	AA	55
9	APNA	45
10	CBL	75*
11	DA	70
12	HSP	75*
13	IB	55
14	ICH	55
15	KDP	40
16	LDP	40
17	MSG	75*
18	NRA	50
19	NPS	65
20	NF	50
21	RAS	55

22	RDS	70
23	RAR	75*
24	SAG	75*
25	SAA	70
26	SI	55
27	VAS	65
28	YP	75*
29	ZIM	50
30	AA	75*
TOTAL STUDENTS		33.33%

(*) the students who passed the criteria of success



Appendix 9

Post-test

MATA PELAJARAN : BAHASA INGGRIS

KELAS/SEMESTER : 8/ DUA

NAME :

CLASS :

Read carefully and choose the best answer between a, b, c, or d!

The text below is for questions number 1 to 7

Yogyakarta

That day was August 23, 2016. A week before that day I had been preparing everything. Then, at that day i was ready for my holiday. At 9 in the morning, I went to the station. The train would arrive at 10 am. It took 30 minutes walking from my home to the station. At that station, I bought the ticket to go to Yogyakarta. It took around 5 hour to go to Yogyakarta from Tulungagung by train. I arrived in Tugu Station Yogyakarta at 3.15 pm. I had no fix idea about the places at which I would visit. So, I was free to do anything in this city.

At first, I went walking around at Malioboro Street. I saw so many people in this street. Perhaps, they did the same thing as I did, just walking and sometimes stopped at some street merchandise sellers a long that road. At 6 pm, I was tired and hungry. I was at Alun-Alun Kidul, the south side of Yogyakarta Palace. I looked around and find Angkringan, at that place I ordered for a glass of ice tea and ate some Sego Kucing with Sate and also Gorengan. After eating, I began to think of where I would get the cheap hotel to stay for several days in Yogyakarta.

That was my story which I always remember about my holiday at Yogyakarta.

(Source : Gudang Pelajaran.com/2017)

5. What the purpose of the text?
- To explain about something true
 - To inform about the writer activities
 - To entertain the readers about the funny story
 - To retell about the writer's holiday
6. The generic structure of the last paragraph is called.....
- Reason
 - Event
 - Re-orientation
 - Orientation
7. What made the writer's felt free to do anything in Yogyakarta?
- His had no fix idea about the places
 - His felt happy
 - He walking at Malioboro Street
 - He bought a T-shirt
- e. Which of the following statement in NOT TRUE according to the text?
- The writer's went walking around at Malioboro Street
 - The writer's get the cheap hotel to stay for several days
 - The writer's have lunch before ride by motorcycle
 - The writer's bought the ticket to go to Yogyakarta
5. What type of text is the above text? It is...
- A narrative text
 - An expository text
 - A recount text
 - A descriptive text
6. The antonym of "cheap" is?
- discount
 - low-cost
 - sale
 - expensive

7. When did the writer went to Yogyakarta?

- a. On August 13, 2017
- b. On August 23, 2016
- c. On March 27, 2018
- d. On March 23, 2016

The following text is for questions 8 to 15

Goa Lawa

Last week we went to our parents' house at Trenggalek. We went there by the train started from Yogyakarta and stopped at Tulungagung station. There is no train station at Trenggalek. Therefore after arrived at Tulungagung we continued our vacation by bus to go to Trenggalek. We was so happy because we did not visit there yet for a long time. We stayed there for three days and we had a plane to go to some tourism place.

The most interesting thing from our vacation that time was at the second day we visited Lawa cave. Lawa is Javanese terms which means cave bat and that is true that the cave is the home for thousand bats. We went there with the whole family so that the trip was so fun. My grandma was 80 and she was so excited and still powerful to go inside the cave. We could find a river in that cave and the water was so cold. To go deeper inside the cave we need light so we rented a lamp and hire a guide for our safety. After 4 hours explored the cave, we felt tired and we went out. At the outside of the cave then we searched for the local restaurant and had a nice launch.

That was so very interesting family holiday we had done together.

(Source : Gudang Pelajaran.com/2017)

8. Why did they felt happy?

- a. Because they did not visit there yet for a long time
- b. Because they can vacation by bus
- c. Because they can vacation together
- d. Because they did not feel tired

9. Based on the text, where was the writer?

- a. At home
- b. At beach
- c. At goa lawa
- d. At jungle

10. When did that even happen?

- | | |
|------------------------------|---------------------|
| a. In the middle of the year | c. Two days ago |
| b. The end of the year | d. At the last week |

11. What they found in the cave?

- | | |
|------------|-----------|
| a. A river | c. A dam |
| b. A beach | d. A lake |

12. What is the generic structure of this sentence “Last week we went to our parents’ house at Trenggalek.” This structure is.....

- | | |
|----------------|-------------------|
| a. Event | c. Re-orientation |
| b. Orientation | d. A reason |

13. The antonym of “cold” is?

- | | |
|-----------|---------|
| a. Frozen | c. Warm |
| b. Cloudy | d. Cool |

14. Who was so excited and and still powerful to go inside the cave?

- | | |
|----------------|----------------|
| a. Her grandma | c. Her parents |
| b. Her aunty | d. Her father |

The following text is for question 15 to 20

Pay attention the text below!

Last year I joined the Chicago Marathon, my first marathon contest. I had to run 26,2 miles to complete it. It was hard.

At first, I just wanted to get the experience of joining a marathon. I thought it would be one life time experience. After finishing it, I changed my mind. I wanted to join another one. I was interested to complete at least one more marathon and improve my time. I also experienced a good feeling between participants and the spectators that made me happy. It was a very wonderful thing for me. So, I decided that I had to join another marathon the following year.

(Source : English Ahkam blog/July 09, 2018)

15. The purpose of the text is to...

- a. Entertain readers.
- b. Describe the smugglers
- c. Report an event to the police.
- d. Tell past events.

16. What type of text is the above text? It is...

- a. A narrative text
- b. An expository text
- c. A recount text
- d. A descriptive text

17. What is the setting for this story?

- a. It is a Chicago marathon
- b. It is a holiday
- c. It is a city
- d. It is a picnic

18. How did the writer's improve his time?

- a. He were led by a smart and friendly guide
- b. He complete a one marathon
- c. He did not continue his marathon
- d. He decided joining another marathon

19. The main idea of the one paragraph?

- a. He felt hard
- b. He joined the U.K marathon
- c. He joined the Chicago marathon
- d. This is the first experience

20. At the end of the story, how was his feeling?

- a. Angry
- b. Happy
- c. Disappointed
- d. Sad

Appendix 10

Result of Post Test

Post-test

MATA PELAJARAN : BAHASA INGGRIS 70

KELAS/SEMESTER : 8/ DUA

NAME : Irine Balqista

CLASS : 8J B = 14

Read carefully and choose the best answer between a, b, c, or d!

The text below is for questions number 1 to 7

Yogyakarta

That day was August 23, 2016. A week before that day I had been preparing everything. Then, at that day I was ready for my holiday. At 9 in the morning, I went to the station. The train would arrive at 10 am. It took 30 minutes walking from my home to the station. At that station, I bought the ticket to go to Yogyakarta. It took around 5 hour to go to Yogyakarta from Tulungagung by train. I arrived in Tuju Station Yogyakarta at 3.15 pm. I had no fix idea about the places at which I would visit. So, I was free to do anything in this city.

At first, I went walking around at Malioboro Street. I saw so many people in this street. Perhaps, they did the same thing as I did, just walking and sometimes stopped at some street merchandise sellers a long that road. At 6 pm, I was tired and hungry. I was at Alun-Alun Kidul, the south side of Yogyakarta Palace. I looked around and find Angkringan, at that place I ordered for a glass of ice tea and ate some Sego Kucing with Sate and also Gorengan. After eating, I began to think of where I would get the cheap hotel to stay for several days in Yogyakarta.

That was my story which I always remember about my holiday at Yogyakarta.

(Source: Gudang Pelajaran.com/2017)

- What the purpose of the text?
 - To explain about something true
 - To inform about the writer activities
 - To entertain the readers about the funny story
 - To retell about the writer's holiday

- The generic structure of the last paragraph is called....
 - Reason
 - Event
 - Re-orientation
 - Orientation
- What made the writer's felt free to do anything in Yogyakarta?
 - His had no fix idea about the places
 - His felt happy
 - He walking at Malioboro Street
 - He bought a T-shirt
- Which of the following statement is NOT TRUE according to the text?
 - The writer's went walking around at Malioboro Street
 - The writer's get the cheap hotel to stay for several days
 - The writer's have lunch before ride by motorcycle
 - The writer's bought the ticket to go to Yogyakarta
- What type of text is the above text? It is...
 - A narrative text
 - An expository text
 - A recount text
 - A descriptive text
- The antonym of "cheap" is?
 - discount
 - low-cost
 - sale
 - expensive
- When did the writer went to Yogyakarta?
 - On August 13, 2017
 - On August 23, 2016
 - On March 27, 2018
 - On March 23, 2016

The following text is for questions 8 to 15

Goa Lawa

Last week we went to our parents' house at Trenggalek. We went there by the train started from Yogyakarta and stopped at Tulungagung station. There is no train station at Trenggalek. Therefore after arrived at Tulungagung we continued our vacation by bus to go to Trenggalek. We was so happy because we did not visit there yet for a long time. We stayed there for three days and we had a plane to go to some tourism place.

The most interesting thing from our vacation that time was at the second day we visited Lawa cave. Lawa is Javanese terms which means cave bat and that is true that the cave is the home for thousand bats. We went there with the whole family so that the trip was so fun. My grandma was 80 and she was so excited and still powerful to go inside the cave. We could find a river in that cave and the water was so cold. To go deeper inside the cave we need light so we rented a lamp and hire a guide for our safety. After 4 hours explored the cave, we felt tired and we went out. At the outside of the cave then we searched for the local restaurant and had a nice launch.

That was so very interesting family holiday we had done together.

(Source : Gudang Pelajaran.com/2017)

- Why did they felt happy?
 - Because they did not visit there yet for a long time
 - Because they can vacation by bus
 - Because they can vacation together
 - Because they did not feel tired
- Based on the text, where was the writer?
 - At home
 - At beach
 - At goa lawa
 - At jungle
- When did that even happen?
 - In the middle of the year
 - The end of the year
 - Two days ago
 - At the last week

- What they found in the cave?
 - A river
 - A beach
 - A dam
 - A lake
- What is the generic structure of this sentence "Last week we went to our parents' house at Trenggalek." This structure is....
 - Event
 - Orientation
 - Re-orientation
 - A reason
- The antonym of "cold" is?
 - Frozen
 - Cloudy
 - Warm
 - Cool
- Who was so excited and and still powerful to go inside the cave?
 - Her grandma
 - Her aunty
 - Her parents
 - Her father

The following text is for question 15 to 20

Pay attention the text below!

Last year I joined the Chicago Marathon, my first marathon contest. I had to run 26,2 miles to complete it. It was hard.

At first, I just wanted to get the experience of joining a marathon. I thought it would be one life time experience. After finishing it, I changed my mind. I wanted to join another one. I was interested to complete at least one more marathon and improve my time. I also experienced a good feeling between participants and the spectators that made me happy. It was a very wonderful thing for me. So, I decided that I had to join another marathon the following year.

(Source : English Ahkam blog/July 09, 2018)

- The purpose of the text is to ...
 - Entertain readers.
 - Describe the smugglers
 - Report an event to the police.
 - Tell past events.

16. What type of text is the above text? It is...

a. A narrative text A recount text

b. An expository text d. A descriptive text

17. What is the setting for this story?

It is a Chicago marathon c. It is a city

b. It is a holiday d. It is a picnic

18. How did the writer's improve his time?

a. He were led by a smart and friendly guide

He complete a one marathon

c. He did not continue his marathon

d. He decided joining another marathon

19. The main idea of the one paragraph?

a. He felt hard

b. He joined the U.K marathon

He joined the Chicago marathon

d. This is the first experience

20. At the end of the story, how was his feeling's?

a. Angry

Happy

c. Disappointed

d. Sad

Post-test

MATA PELAJARAN : BAHASA INGGRIS

KELAS/SEMESTER : 8/ DUA

NAME : M. SURYA G 80

CLASS : 8J

Read carefully and choose the best answer between a, b, c, or d!

The text below is for questions number 1 to 7 B = 16

Yogyakarta

That day was August 23, 2016. A week before that day I had been preparing everything. Then, at that day I was ready for my holiday. At 9 in the morning, I went to the station. The train would arrive at 10 am. It took 30 minutes walking from my home to the station. At that station, I bought the ticket to go to Yogyakarta. It took around 5 hour to go to Yogyakarta from Tulungagung by train. I arrived in Tugu Station Yogyakarta at 3.15 pm. I had no fix idea about the places at which I would visit. So, I was free to do anything in this city.

At first, I went walking around at Malioboro Street. I saw so many people in this street. Perhaps, they did the same thing as I did, just walking and sometimes stopped at some street merchandise sellers a long that road. At 6 pm, I was tired and hungry. I was at Alun-Alun Kidul, the south side of Yogyakarta Palace. I looked around and find Angkringan, at that place I ordered for a glass of ice tea and ate some Sego Kucing with Sate and also Gorengan. After eating, I began to think of where I would get the cheap hotel to stay for several days in Yogyakarta.

That was my story which I always remember about my holiday at Yogyakarta.

(Source : Gudang Pelajaran.com/2017)

1. What the purpose of the text?

a. To explain about something true

b. To inform about the writer activities

c. To entertain the readers about the funny story

To retell about the writer's holiday

2. The generic structure of the last paragraph is called.....

a. Reason Re-orientation

b. Event d. Orientation

3. What made the writer's felt free to do anything in Yogyakarta?

His had no fix idea about the places

b. His felt happy

c. He walking at Malioboro Street

d. He bought a T-shirt

4. Which of the following statement in NOT TRUE according to the text?

a. The writer's went walking around at Malioboro Street

b. The writer's get the cheap hotel to stay for several days

The writer's have lunch before ride by motorcycle

d. The writer's bought the ticket to go to Yogyakarta

5. What type of text is the above text? It is...

a. A narrative text A recount text

b. An expository text d. A descriptive text

6. The antonym of "cheap" is?

a. discount c. sale

b. low-cost expensive

7. When did the writer went to Yogyakarta?

a. On August 13, 2017 c. On March 27, 2018

On August 23, 2016 d. On March 23, 2016

The following text is for questions 8 to 15

Goa Lawa

Last week we went to our parents' house at Trenggalek. We went there by the train started from Yogyakarta and stopped at Tulungagung station. There is no train station at Trenggalek. Therefore after arrived at Tulungagung we continued our vacation by bus to go to Trenggalek. We was so happy because we did not visit there yet for a long time. We stayed there for three days and we had a plane to go to some tourism place.

The most interesting thing from our vacation that time was at the second day we visited Lawa cave. Lawa is Javanese terms which means cave bat and that is true that the cave is the home for thousand bats. We went there with the whole family so that the trip was so fun. My grandma was 80 and she was so excited and still powerful to go inside the cave. We could find a river in that cave and the water was so cold. To go deeper inside the cave we need light so we rented a lamp and hire a guide for our safety. After 4 hours explored the cave, we felt tired and we went out. At the outside of the cave then we searched for the local restaurant and had a nice launch.

That was so very interesting family holiday we had done together.

(Source : Gudang Pelajaran.com/2017)

8. Why did they felt happy?

Because they did not visit there yet for a long time

b. Because they can vacation by bus

Because they can vacation together

d. Because they did not feel tired

9. Based on the text, where was the writer?

a. At home At goa lawa

b. At beach d. At jungle

10. When did that even happen?

a. In the middle of the year c. Two days ago

The end of the year At the last week

11. What they found in the cave?

a. A river c. A dam

b. A beach d. A lake

12. What is the generic structure of this sentence "Last week we went to our parents' house at Trenggalek." This structure is....

a. Event c. Re-orientation

b. Orientation d. A reason

13. The antonym of "cold" is?

a. Frozen c. Warm

b. Cloudy d. Cool

14. Who was so excited and and still powerful to go inside the cave?

a. Her grandma c. Her parents

b. Her aunty d. Her father

The following text is for question 15 to 20

Pay attention the text below!

Last year I joined the Chicago Marathon, my first marathon contest. I had to run 26.2 miles to complete it. It was hard.

At first, I just wanted to get the experience of joining a marathon. I thought it would be one life time experience. After finishing it, I changed my mind. I wanted to join another one. I was interested to complete at least one more marathon and improve my time. I also experienced a good feeling between participants and the spectators that made me happy. It was a very wonderful thing for me. So, I decided that I had to join another marathon the following year.

(Source : English Ahkam blog/July 09, 2018)

15. The purpose of the text is to...

a. Entertain readers.

b. Describe the smugglers

c. Report an event to the police.

d. Tell past events.

16. What type of text is the above text? It is...

a. A narrative text c. A recount text

b. An expository text d. A descriptive text

17. What is the setting for this story?

a. It is a Chicago marathon c. It is a city

b. It is a holiday d. It is a picnic

18. How did the writer's improve his time?

a. He were led by a smart and friendly guide

b. He complete a one marathon

c. He did not continue his marathon

d. He decided joining another marathon

19. The main idea of the one paragraph?

a. He felt hard

b. He joined the U.K marathon

c. He joined the Chicago marathon

d. This is the first experience

20. At the end of the story, how was his feeling's?

a. Angry

b. Happy

c. Disappointed

d. Sad

Appendix 11

Result of Post-test

NO	NAMA	CYCLE 1
		POST-TEST
1	AHA	90*
2	AGA	80*
3	ARR	75*
4	ARA	85*
5	AS	85*
6	AF	75*
7	AAB	90*
8	AA	80*
9	APNA	65
10	CBL	85*
11	DA	80*
12	HSP	75*
13	IB	70
14	ICH	75*
15	KDP	75*
16	LDP	65
17	MSG	80*
18	NRA	75*
19	NPS	85*
20	NF	75*
21	RAS	70
22	RDS	80*
23	RAR	90*
24	SAG	80*
25	SAA	80*
26	SI	75*
27	VAS	85*
28	YP	80*
29	ZIM	75*
30	AA	90*
TOTAL STUDENTS		83.33%

(*) the students who passed the criteria of success

Appendix 12

Field Note for observes

Observer :

Teacher :

Date and Place:

Time :

Activity :



(Adopted from Putri Suci A. 2016)

Appendix 13

Result of Field Note

Field Notes for observes

Observer : M. Astopi Huda, S. Pa.
 Teacher : Nabella Diana
 Date and Place : March 11th, 2019
 Time : 09.10 - 10.50

Activity

1. Pre-Activity
 - Teacher greets to the students and they respond well.
 - Teacher gives learning objective.
 - Teacher doesn't explain Recount text.
2. Main Activity
 - The students do pre-test individually based on their knowledge about recount text.
3. Post-Activity / Closing
 - Teacher explain the material for the next meeting
 - Teacher end the class

/s/

Field Notes for observes

Observer : M. Astopi Huda
 Teacher : Nabella Diana K. H
 Date and Place : March 12th, 2019
 Time : 13.10 - 14.30

Activity

1. Pre-Activity
 - Teacher greets to students and they respond well.
 - Teacher gives learning objective.
 - Teacher doesn't explain language features of Recount text.
2. Main-Activity
 - Teacher divided students into small group discussion consist of five, and students uncorrect.
 - Teacher give printed materials and they do the group discussion.
3. Post-Activity
 - Teacher give feedback.
 - Teacher monitor material they have been learned.
 - Teacher explain the material for the next meeting.
 - Teacher end the class.

/s/

Field Notes for observes

Observer : M. Arofi Huda
 Teacher : Nabella Diana
 Date and Place : March 19th, 2019
 Time : 13.10 - 14.30

Activity

1. Pre-Activity

- Teacher greets to students and they respond well.
- Teacher gives learning objectives.
- Teacher and students reviewing the materials of recount text

2. Main Activity

- Teacher give tasks to students
- The student do post test individually by teachers direction.

3. Post-Activity / Closing

- Teacher give rewards to the students.
- Teacher end the class

M. Arofi

Field Notes for observes

Observer : M. Arofi Huda
 Teacher : Nabella Diana K. H
 Date and Place : March 18th, 2019
 Time : 09.10 - 10.50

Activity

1. Pre-Activity

- Teacher greets to students and they respond well.
- Teacher gives learning objectives

2. Main Activity

- Teacher reviewing the materials about how to find generic structure, main idea, and language feature
- Teacher divided students into small groups
- Teacher gives exercise to the students
- Teacher observes students by discussion and ask them to present their work in front of the class

3. Post-Activity

- Teacher and students share the conclusion that have been learned
- Teacher explain the material for the next meeting
- Teacher end the class

M. Arofi

Appendix 14

Observation Checklist

Teacher :

Day/Date :

Time :

Class :

Instruction :

- The observer can give the score in each item of teacher's action
- If the observer finds the important point related with teaching and learning process, but it is not available in the table, the observer can write in the box under the table
- Give a mark (\sqrt) in the score table based on the score description
- Score descriptor :

Score	Description
1	Has not been done by the teacher
2	Has been done by the teacher but it is still not good enough
3	Has been done by the teacher pretty well
4	Has been done by the teacher well
5	Has been done by the teacher very well

No	Phase	Teacher's Action	1	2	3	4	5
1.	Students' orientation to the problem	Teacher explain objective of the study					
		Teacher explains the tool/material need for learning					
		Teacher gives motivation to the students to make them engage in solving the problem in the learning process					
2.	Teacher's role	Teacher gives explanation about recount text					

		Teacher divides students into small group					
		Teacher gives a printed material to each group					
		Teacher monitors students' group discussion					
		Teacher gives quizzes to students					
3.	Students' role	The students pays attention to the teacher presentation about recount text					
		Students have a small group discussion					
		Students get printed material in a group					
		Students have a group quizzes					
4.	Teaching technique	Students are enthusiasm in reading ability of recount text					
		Students' score of reading ability improves after the implementation SGD					
		SGD technique is appropriate to improve students reading ability					

Notes related with the teaching and learning process in the class:

(Adopted from Putri Suci A, 2016)

Appendix 15

Result of Observation Checklist

Field Notes for observes

Observer : M. Astopi Hudo, S. Pa.

Teacher : Nabells Diana

Date and Place : March 11th, 2019

Time : 09.10 - 10.50

Activity :

1. Pre-Activity

- Teacher greets to the students and they respond well.
- Teacher gives learning objective
- Teacher doesn't explain account text.

2. Main-Activity

- The students do pre-test individually based on their knowledge about recount text.

3. Post-Activity / closing

- Teacher explain the material for the next meeting
- Teacher end the class.

[Signature]

2.	Teacher's role	Teacher gives explanation about recount text Teacher divides students into small group Teacher gives a printed material to each group Teacher monitors students' group discussion Teacher gives quizzes to students	✓		
3.	Students' role	The students pays attention to the teacher presentation about recount text Students have a small group discussion Students get printed material in a group Students have a group quizzes Students are enthusiasm in reading ability of recount text Students' score of reading ability improves after the implementation SGD SGD technique is appropriate to improve students' reading ability	✓	✓	✓
4.	Teaching technique		✓	✓	✓

Notes related with the teaching and learning process in the class:

Before doing pre-test, teacher needs more time to manage the class.

(Adapted from Putri Suci A., 2016)



Observation Checklist

Teacher : Nabella Diana F. H
 Day/Date : Tuesday / March 12th, 2019
 Time : 13.10 - 14.30
 Class : 8J

Instruction :

- The observer can give the score in each item of teacher's action
- If the observer finds the important point related with teaching and learning process, but it is not available in the table, the observer can write in the box under the table
- Give a mark (✓) in the score table based on the score description
- Score descriptor

Score	Description
1	Has not been done by the teacher
2	Has been done by the teacher but it is still not good enough
3	Has been done by the teacher pretty well
4	Has been done by the teacher well
5	Has been done by the teacher very well

No	Phase	Teacher's Action	1	2	3	4	5
1	Students' orientation to the problem	Teacher explain objective of the study Teacher explains the tool/material need for learning Teacher gives motivation to the students to make them engage in solving the problem in the learning process			✓		

Teacher's role	Teacher gives explanation about recount text	Teacher divides students into small group	Teacher gives a printed material to each group	Teacher monitors students' group discussion	Teacher gives quizzes to students					
2.										✓
3.	Students' role	The students pays attention to the teacher presentation about recount text	Students have a small group discussion	Students get printed material in a group	Students have a group quizzes					✓
4.	Teaching technique	Students are enthusiasm in reading ability of recount text	Students' score of reading ability improves after the implementation SGD	SGD technique is appropriate to improve students reading ability						✓

Notes related with the teaching and learning process in the class:

Teacher needs more time to make small groups.

Observation Checklist

Teacher : Nabella Diana K. H
 Day/Date : Senin / March 10th, 2019
 Time : 09.10 ~ 10.50
 Class : 6J

Instruction :

- The observer can give the score in each item of teacher's action
- If the observer finds the important point related with teaching and learning process, but it is not available in the table, the observer can write in the box under the table
- Give a mark (✓) in the score table based on the score description
- Score descriptor

Score	Description
1	Has not been done by the teacher
2	Has been done by the teacher but it is still not good enough
3	Has been done by the teacher pretty well
4	Has been done by the teacher well
5	Has been done by the teacher very well

No	Phase	Teacher's Action	1	2	3	4	5
1	Students' orientation to the problem	Teacher explains objective of the study					✓
		Teacher explains the tool/material need for learning					✓
		Teacher gives motivation to the students to make them engage in solving the problem in the learning process					✓

2.	Teacher's role	Teacher gives explanation about recount text Teacher divides students into small group Teacher gives a printed material to each group Teacher monitors students' group discussion Teacher gives quizzes to students	✓						✓
3.	Students' role	The students pays attention to the teacher presentation about recount text Students have a small group discussion Students get printed material in a group Students have a group quizzes		✓					✓
4.	Teaching technique	Students are enthusiasm in reading ability of recount text Students' score of reading ability improves after the implementation SGD SGD technique is appropriate to improve students' reading ability			✓				✓

Notes related with the teaching and learning process in the class

Teacher can improve students understanding of the context in second treatment

(Adapted from Putri Suci A., 2016)

Observation Checklist

Teacher : Nabella Diana F. H
 Day/Date : Selasa, March 19th, 2014
 Time : 13.10 - 14.30
 Class : 8J

Instruction :

- The observer can give the score in each item of teacher's action
- If the observer finds the important point related with teaching and learning process, but it is not available in the table, the observer can write in the box under the table
- Give a mark (✓) in the score table based on the score description
- Score descriptor :

Score	Description
1	Has not been done by the teacher
2	Has been done by the teacher but it is still not good enough
3	Has been done by the teacher pretty well
4	Has been done by the teacher well
5	Has been done by the teacher very well

No	Phase	Teacher's Action	1	2	3	4	5
I.	Students' orientation to the problem	Teacher explain objective of the study Teacher explains the tool/material need for learning Teacher gives motivation to the students to make them engage in solving the problem in the learning process				✓	
						✓	
							✓

2	Teacher's role	Teacher gives explanation about recount text Teacher divides students into small group Teacher gives a printed material to each group Teacher monitors students' group discussion Teacher gives quizzes to students					✓	✓
3	Students' role	The students pays attention to the teacher presentation about recount text Students have a small group discussion Students get printed material in a group Students have a group quizzes					✓	
4	Teaching technique	Students are enthusiasm in reading ability of recount text Students' score of reading ability improves after the implementation SGD SGD technique is appropriate to improve students reading ability					✓	✓

Notes related with the teaching and learning process in the class.

(Adapted from Putri Suci A, 2016)

Appendix 16



RENCANA PELAKSANAAN
PEMBELAJARAN
(RPP)

MATA PELAJARAN : BAHASA INGGRIS
KELAS /SEMESTER : VIII /GENAP

PENYUSUN:

NABELLA DIANA K. H (155110501111035)

DIREKTORAT JENDERAL PENDIDIKAN DASAR DAN
MENENGAH
KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
2019

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	: SMP Negeri 10 Malang
Mata pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/2
Materi Pokok	: Recount text
Alokasi Waktu	: 4Pertemuan (1pertemuan= 2 x 40')

A. KOMPETENSI INTI

- KI 1: Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2: Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR DAN INDIKATOR

KOMPETENSI DASAR	INDIKATOR
3.11 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi social menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi diwaktu lampau, sesuai dengan konteks penggunaannya.	<p>3.11.1 Siswa mampu menerapkan struktur teks dan unsur kebahasaan tentang kejadian yang terjadi di masa lampau.</p> <p>3.11.2 Siswa mampu menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau.</p>

<p>4.13 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai dengan konteks.</p>	<p>4.13.1 Siswa dapat menuliskan yang terkait kegiatan/peristiwa/kejadian di masa lampau dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.13.2 Siswa menyusun teks sederhana terkait kegiatan/peristiwa/kejadian di masa lampau dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>
---	---

C. TUJUAN PEMBELAJARAN

1. Siswa dapat menceritakan kembali terkait kegiatan/peristiwa/kejadian di masa lampau, sesuai dengan konteks penggunaannya.
2. Siswa dapat membuat sebuah teks sederhana dengan menggunakan unsur kebahasaan *simple past tense* atau *past continuous tense*.

D. MATERI PEMBELAJARAN

1. Teks Personal Recount
Purpose: To retell something that happened in the past and to tell a series of past even.
2. Generic structure

RECOUNT TEXT

A recount retells about an event or experience happened in the past in time order

Generic Structures	Orientation An introduction that tells the readers who was involved in the story, what happened, when and where the story happened
	Events To tell the sequence of events in a chronological order.
	Reorientation To tell the conclusion of the events or/and personal comments about the events.
Language Features	<ul style="list-style-type: none"> • Using simple past tense • Using action verbs • Written in the first or third person • Using time connectives such as <i>then, next, after that, finally</i>

Example :

A Beautiful Day at Jogja

Orientation ← Last week, my friends and I went to Jogja. We visited many places.

Events { First, we visited Parangtritis beach. The sun shone brightly and the scenery was very beautiful there. We felt the wind blew across to us. We also saw a lot of people in that beach. There were many birds flew in the sky. Also, there were many sellers who sold many kinds of souvenirs. Second, we visited Gembira Loka Zoo. We saw many kinds of animals there such as monkeys, tigers, crocodiles, snakes, etc. We looked around in that Zoo, and also took pictures of those animals. Then, we felt hungry, so we went to a restaurant. As soon as we finished our lunch, we decided to go home.

Reorientation ← For me, that was a beautiful day. we really enjoyed it, and I hope I could visit Jogja again.

E. METODE PEMBELAJARAN

Pendekatan : Scientific Approach

Strategi : pengamatan, Small Group Discussion, mempraktekkan

F. MEDIA DAN SUMBER PEMBELAJARAN

Media : LCD, Laptop dan Whiteboard.

Sumber : Buku siswa “When English Rings a Bell” dan sumber internet

G. LANGKAH-LANGKAH PEMBELAJARAN

➤ Pre –Test

Kegiatan	Deskripsi	Guru	Siswa	Alat dan Media	Alokasi Waktu
Pendahuluan (Recount text)	Kegiatan pembuka	Membeni salam dan menanyakan kabar	Menjawab salam dan menjawab bagaimana kabar pada hari ini		3'
	Warming up	Menanyakan apa yang sudah dipelajari pada mata pelajaran bahasa Inggris sebelumnya	Menyebutkan materi yang sudah dipelajari, pada mata pelajaran bahasa Inggris sebelumnya		5'
Inti Pembelajaran	Membeni instruksi kepada siswa apa saja yang dilakukan dalam pre test	Menanyakan kepada siswa materi apa yang akan dipelajari hari ini	Siswa menjawab “Recount text”		2'
		Meminta siswa untuk mendengarkan instruksi guru	Siswa mendengarkan instruksi guru		5'
	Menjelaskan materi	Menjelaskan kepada siswa mengenai arti recount text	Memperhatikan penjelasan guru dan mencatat	PPT	10'
	Memastikan bahwa siswa memahami materi	Menanyakan kepada siswa apakah ada yang ditanyakan	Bertanya jika masih belum dapat memahami materi		2'
	Membeni assignment	Meminta siswa untuk mengerjakan soal pre-test yang telah disediakan oleh guru	Siswa mengerjakan soal pre-test yang telah dibenikan oleh guru	Note book	45'
	Membeni penjelasan	Membeni penjelasan kepada siswa inti dan recount text dan small group discussion yang diimplementasikan pertemuan berikutnya	Siswa mendengarkan penjelasan yang dibenikan oleh guru		10'
Closing	Refleksi	Guru meminta siswa untuk mengumpulkan pre-test	Siswa mengumpulkan pre-test kepada guru	Kertas	5'
		Menanyakan apa yang sudah di dapat hari ini dan memberikan kesempatan untuk bertanya	Memberi jawaban atas apa yang ditanyakan oleh guru		5'



Kegiatan	Deskripsi	Guru	Siswa	Alat dan Media	Alokasi Waktu
Kegiatan Pendahuluan (Recount text)	Kegiatan pembuka	Memberi salam dan menyayakan kabar	Menjawab salam dan menjawab bagaimana kabar pada hari ini		3'
	Warming up	Menanyakan apa yang sudah dipelajari pada mata pelajaran bahasa Inggris sebelumnya	Menyebutkan materi yang sudah dipelajari, pada mata pelajaran bahasa Inggris sebelumnya		5'
Inti Pembelajaran	Memberi stimulus kepada siswa apa saja yang digunakan dalam recount text	Menanyakan kepada siswa materi apa yang akan dipelajari hari ini	Siswa menjawab "recount text"		2'
		Meminta siswa untuk mencari arti recount text dan menemukan tenses apa yang sering digunakan dalam buku paket	Siswa menjawab "Recount text adalah teks yang menceritakan suatu tindakan atau kegiatan di masa lampau" dan siswa menjawab kata "past tense"	Buku Paket "When English Ring's the Bell" dan dictionary	5'
Inti Pembelajaran	Menjelaskan materi	Menjelaskan kepada siswa mengenai generic structure yang digunakan untuk menganalisa recount text dengan menggunakan game pencocokan pertanyaan dan jawaban	Memperhatikan penjelasan guru dan mencatat generic structure untuk menganalisa recount text	PPT	10'

	<p>Memastikan bahwa siswa memahami materi</p> <p>Memberi assignment</p>	<p>Menanyakan kepada siswa apakah ada yang ditanyakan</p> <p>Meminta siswa untuk mencari generic structure dan vocabulary yang tidak dipahami secara berkelompok. Setiap siswa dibagi menjadi 4-5 siswa dalam satu kelompok</p> <p>Meminta siswa secara acak untuk mempresentasikan tentang recount text yang telah dibuat</p>	<p>Bertanya jika masih belum dapat memahami materi</p> <p>Membuat recount text sesuai dengan instruksi guru</p>	<p>2'</p> <p>20'</p>
	<p>Persentasi tugas</p>	<p>Membeni pertanyaan kepada siswa yang tidak persentasi untuk menjawab beberapa pertanyaan dari guru mengenai recount text yang telah disampaikan siswa di depan kelas</p>	<p>Siswa mengangkat tangan dan mempresentasikan hasil dari diskusi bersama kelompok di depan kelas</p>	<p>18'</p>
	<p>Membeni feedback dan pertanyaan</p>	<p>Membeni pertanyaan kepada siswa yang tidak persentasi untuk menjawab beberapa pertanyaan dari guru mengenai recount text yang telah disampaikan siswa di depan kelas</p>	<p>Menjawab pertanyaan secara berebut dan mendengarkan feedback yang diberikan guru</p>	<p>10'</p>
Closing	<p>Refleksi</p>	<p>Menanyakan apa yang sudah di dapatkan ini dan memberikan kesempatan untuk bertanya</p>	<p>Membeni jawaban atas apa yang ditanyakan oleh guru</p>	<p>5'</p>
		<p>Meminta siswa untuk mengumpulkan kertas jawaban yang sudah selesai</p>	<p>Membeni jawaban pada guru</p>	<p>2'</p>

➤ Implementation 2

Kegiatan	Deskripsi	Guru	Siswa	Alat dan Media	Alokasi Waktu
Kegiatan Pendahuluan (Recount text)	Kegiatan pembuka	Memberi salam dan menanyakan kabar	Menjawab salam dan menjawab bagaimana kabar pada hari ini		3'
	Warming up	Menanyakan apa yang sudah dipelajari pada mata pelajaran bahasa Inggris sebelumnya	Menyebutkan materi yang sudah dipelajari pada mata pelajaran bahasa Inggris sebelumnya		5'
Inti Pembelajaran	Memberi stimulus kepada siswa 3 cerita yang ada di recount text	Menanyakan kepada siswa materi apa yang akan dipelajari hari ini	Siswa menjawab "recount text"		2'
	Menjelaskan materi	Meminta siswa untuk memperhatikan penjelasan guru	Siswa memperhatikan penjelasan guru	Buku Paket "When English Ring's the Bell" dan dictionary	5'
	Menjelaskan materi	Menjelaskan kepada siswa mengenai jumbled sentence yang digunakan untuk mengerjakan recount text	Siswa memperhatikan penjelasan guru	PPT	10'
	Memastikan bahwa siswa memahami materi	Menanyakan kepada siswa apakah ada yang ditanyakan	Bertanya jika masih belum dapat memahami materi		2'
	Memberi assignment	Meminta siswa line 1 dan 3 untuk mengurutkan jumbled sentence tentang pengalaman menyenangkannya dan meminta siswa line 2 dan 4 mengurutkan jumbled sentence pengalaman buruk	Menurutkan jumbled sentence dan mengerjakan soal sesuai dengan instruksi guru	Kertas	15'

Persentasi tugas	Meminta siswa secara acak untuk mempersentasikan tentang recount text yang telah dibuat dan menampilkan cerita mereka dipapan tulis sesuai dengan gambar yang sudah disediakan	Siswa mengangkat tangan dan mempersentasikan hasil dan diskusi bersama kelompok di depan kelas	25'	
Membeni feedback dan pertanyaan	Membeni pertanyaan kepada siswa yang tidak persentasi untuk menjawab beberapa pertanyaan dari guru mengenai recount text yang telah disampaikan siswa di depan kelas	Menjawab pertanyaan secara berebut dan mendengarkan feedback yang dibenkan guru	10'	
Refleksi	Menanyakan apa yang sudah di dapatkan ini dan memberikan kesempatan untuk bertanya	Membeni jawaban atas apa yang ditanyakan oleh guru	5'	
Closing				

➤ Post-Test

Kegiatan	Deskripsi	Guru	Siswa	Alat dan Media	Alokasi Waktu
Pendahuluan (Recount text)	Kegiatan pembuka	Memberi salam dan menanyakan kabar	Menjawab salam dan menjawab bagaimana kabar pada hari ini		3'
	Warming up	Menanyakan apa yang sudah dipelajari pada mata pelajaran bahas Inggris sebelumnya	Menyebutkan materi yang sudah dipelajari, pada mata pelajaran bahasa Inggris sebelumnya		5'
		Menanyakan kepada siswa materi apa yang akan dipelajari hari ini	Siswa menjawab "recount text"		2'
Inti Pembelajaran	Memberi stimulus kepada siswa apa saja yang ada di recount text	Meminta siswa untuk menemukan tenses apa yang digunakan dalam buku paket	Siswa menjawab kata "past tense"	Buku Paket "When English Ring's the Bell" dan dictionary	5'
	Menjelaskan materi	Menjelaskan kembali kepada siswa mengenai tenses dan genenc structure nya yang digunakan untuk membuat recount text	Memperhatikan penjelasan guru	PPT	10'
	Memastikan bahwa siswa memahami materi	Menanyakan kepada siswa apakah ada yang ditanyakan	Bertanya jika masih belum dapat memahami materi		2'
	Memberi assignment	Meminta siswa untuk mengerjakan lembar soal post-test	Siswa mengerjakan lembar soal post-test sesuai dengan instruksi guru	Kertas	45'
Closing	Refleksi	Menanyakan apa yang sudah di dapat hari ini dan memberikan kesempatan untuk bertanya	Memberi jawaban atas apa yang ditanyakan oleh guru		5'
		Meminta siswa untuk mengumpulkan lembar soal post-test yang sudah selesai	Mengumpulkan lembar soal post-test kepada guru	Kertas	5'

H. PENILAIAN HASIL PEMBELAJARAN

I. Recount text (Lampiran)

1. Teknik Penilaian Pengetahuan : Reading test

❖ Reading

Penilaian Pengetahuan Reading text

Materi pelajaran :

Nama :

Kelas :

Indikator pencapaian kompetensi	Teknik penilaian	Bentuk instrumen	Instrumen/soal
A. Mengidentifikasi ciri kebahasaan dari recount text.	Tes Tertulis	Pilihan Ganda	Pilihlah jawaban yang benar sesuai dengan bacaan diatas!
B. Menjawab pertanyaan-pertanyaan berdasarkan teks bacaan Recount text.	Tes Tertulis	Pilihan Ganda	

1. Instrumen
2. Pedoman Penilaian

$$NA = \text{Skor Maksimum} \times 5$$

3. Rubrik Penilaian

Uraian	Skor
Jawaban benar	1
Jawaban salah	0

Mengetahui,
Kepala Sekolah

Malang, 13 Februari 2019
Mahasiswa Praktikan.

Mokhamad Syahroni, S.Pd. .M.KPd
NIP.19651212 198903 1010

Nabella Diana K. H.
NIM. 155110501111035

Menyetujui,
Guru Mata Pelajaran

M. Asrofi Huda S.Pd
NIP.

Appendix 17

Documentation

First Meeting Documentation



The researcher did brainstorm the students. Then, explained about the general of recount text.



The researcher gave a pre-test question to do individually by students.



The researcher did the pre-test in individually.

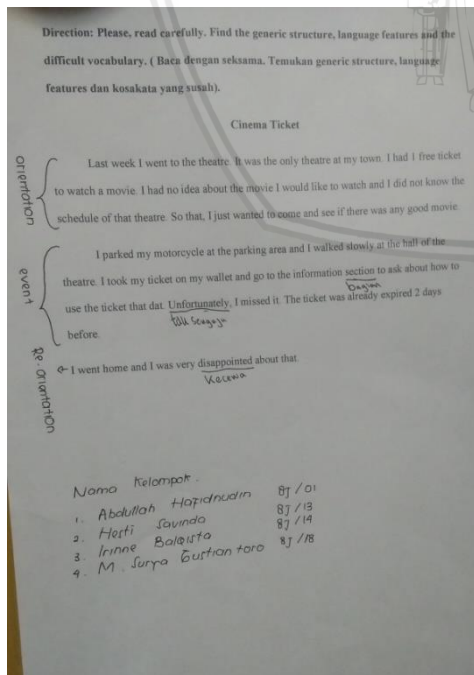
Second Meeting Documentation



The researcher explained about recount text and how to implemented small group discussion.



The students did the small group discussion



One of the example question students about cinema ticket.

Third Meeting Documentation



The researcher set the time for doing the next exercises.



The students did matching sentences.



The students did present in front of the class.



The students did attach their story.

Fourth Meeting Documentation



Before did the post-test, researcher reviewed the material. Then, students received post-test question.



The researcher did the post-test in individually.

Appendix 18

Letter Permission


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

Nomor : 400 /UN10.F12/PN/2019 04 MAR 2019
 Lampiran : 1 (satu) lembar
 Hal : Permohonan ijin Penelitian

Yth. Kepala Dinas Pendidikan Kota Malang
 Jln. Veteran No. 19, Ketawanggede, Kec. Lowokwaru Kota Malang
 Jawa Timur 65145

Dalam rangka penyelesaian tugas akhir mahasiswa Program Sarjana (S1) Fakultas Ilmu
 Budaya Universitas Brawijaya, kami mohon dengan hormat agar Saudara

nama : Nabella Diana K, H
 NIM : 155110501111035
 semester : VIII (Delapan)
 program studi : S1 Pendidikan Bahasa Inggris
 waktu : 1 Maret - 10 April 2019

diberikan ijin untuk melaksanakan kegiatan penelitian dan memperoleh data pendukung
 berkaitan dengan usulan skripsi berjudul

**IMPROVING STUDENTS' READING ABILITY THROUGH SMALL GROUP DISCUSSION
 (SGD) : A CLASSROOM ACTION RESEARCH ON EIGHT GRADE OF SMPN 10 MALANG**

Selanjutnya kami sampaikan bahwa data yang diperoleh akan dijaga kerahasiannya dan
 hanya digunakan untuk penelitian (terlampir)

Demikian atas bantuan dan kerjasama yang baik ini, diucapkan terimakasih.

Dekan

 Prof. Dr. Agus Suman, SE., DEA.
 NIP 196006151987011001



PEMERINTAH KOTA MALANG
DINAS PENDIDIKAN

Jl. Veteran No. 19 Telp. (0341) 560946, Fax. (0341) 551333
Website : <http://diknas.malangkota.go.id> | Email : disdik_mlg@yahoo.co.id

Malang

Kode Pos : 65145

REKOMENDASI

Nomor : 074 / 0365 / 35.73.301 / 2019

Menindaklanjuti surat dari Dekan Fakultas Ilmu Budaya Universitas Brawijaya tanggal 04 Maret 2019 Nomor 450/UN10.F12/PN/2019 Perihal : Permohonan Ijin Penelitian, maka dengan ini Dinas Pendidikan Kota Malang memberi ijin untuk melaksanakan kegiatan dimaksud kepada :

1. Nama : NABELLA DIANA K. H
2. NIM : 15110501111035
3. Jenjang : S1
4. Prodi. / Jurusan : Pendidikan Bahasa Inggris
5. Tempat Pelaksanaan : SMPN 10 Malang
6. Waktu Pelaksanaan : 01 Maret s.d 10 April 2019
7. Judul : Improving Students' Reading Ability Through Small Group Discussion (SGD) : A Classroom Action Research On Eight - Grade Of SMPN 10 Malang

Dengan Ketentuan :

1. Dikoordinasikan sebaik – baiknya dengan Kepala SMPN 10 Malang dan Kepala Bidang Pembinaan SMP;
2. Tidak Mengganggu kegiatan;
3. Berlaku selama tidak menyimpang dari peraturan;
4. Tidak melakukan penelitian yang tidak sesuai atau tidak ada kaitannya dengan judul, maksud dan tujuan penelitian;
5. Menjaga perilaku dan mentaati tata tertib yang berlaku pada Lokasi tersebut di atas;
6. Menaati ketentuan peraturan perundang-undangan;
7. Selesai melaksanakan penelitian / Observasi / KKL / KKN, wajib menyampaikan laporan kepada Kepala Dinas Pendidikan Kota Malang.

Demikian untuk menjadikan periksa.

Malang, 04 Maret 2019

Kepala Dinas PENDIDIKAN,
Sekretaris

Drs. TOTOK KASianto
Pembina Tk I/IVb
NIP. 19650410 198910 1 003

Tembusan :

Yth Sdr.

1. Kepala Dinas Pendidikan Kota Malang (Sebagai Laporan)
2. Kepala SMPN 10 Malang;
3. Dekan Fakultas Ilmu Budaya Universitas Brawijaya
4. Yang bersangkutan.



Appendix 19

Surat Bukti Telah Melakukan Penelitian


PEMERINTAH KOTA MALANG
DINAS PENDIDIKAN
SMP NEGERI 10 MALANG
 Jalan Mayjen Sungkono 57, Telp. (0341) 752035, NSS : 201058402008, NPSN : 20533782
 www.smpn10-milg.sch.id email : smpseputuhkotamalang@gmail.com
MALANG Kode Pos 65136

SURAT KETERANGAN
 NOMOR : 070/240/35.73.301.02.010.2019

Yang bertanda tangan di bawah ini :

Nama	: MOKHAMAD SYARONI, S.Pd., M.KPd
NIP	: 19651212 198905 1 010
Pangkat, Gol./Ruang	: Pembina, IV/a
Jabatan	: Kepala Sekolah

Menerangkan bahwa :

Nama	: NABELLA DIANA K.H
NIM	: 15110501111035
Jenjang	: S1
Program Studi	: Pendidikan Bahasa Inggris
Perguruan Tinggi	: FIB Universitas Brawijaya

telah dengan nyata mengadakan penelitian di SMP Negeri 10 Malang pada tanggal 01 Maret s.d. 10 April 2019 dengan judul "Improving Students Reading Ability Through Small Group Discussion (SGD) : A Classroom Action Research On Eight – Grade Of SMPN 10 Malang."

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Malang, 16 April 2019
 Kepala SMP Negeri 10 Malang,

MOKHAMAD SYARONI, S.Pd., M.KPd
 Pembina
 NIP. 19651212 198903 1 010

Appendix 20

Scoring Rubric of students reading ability test.

Section	Number of questions	Score for correct answer	Score for wrong answer	Percentages
Multiple Choice	20	5	0	100%
TOTAL				100%



Appendix 21



**KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI
UNIVERSITAS BRAWIJAYA
FAKULTAS ILMU BUDAYA**

Jalan Veteran Malang 65145 Indonesia
Telp. (0341) 575875 Fax. (0341) 575822
E-mail: fib_ub@ub.ac.id <http://www.fib.ub.ac.id>

BERITA ACARA BIMBINGAN SKRIPSI

1. Nama : Nabella Diana Kharisma H.
2. NIM : 155110501111035
3. Program Studi : Pendidikan Bahasa Inggris
4. Topik skripsi : Pendidikan
5. Judul Skripsi : IMPROVING STUDENTS' READING ABILITY THROUGH SMALL GROUP DISCUSSION (SGD) ON THE EIGHT GRADE OF SMPN 10 MALANG
6. Tanggal Mengajukan : 17 September 2018
7. Tanggal Selesai Revisi : 17 Juli 2019
8. Nama Pembimbing : Dra. Ismarita Ida Rahmati, M.Pd.
9. Keterangan Konsultasi*)

No.	Tanggal	Materi	Pembimbing	Paraf
1.	17 September 2018	Pengajuan Judul	Dra. Ismarita Ida Rahmati, M.Pd.	
2.	25 Oktober 2018	Persetujuan Judul	Dra. Ismarita Ida Rahmati, M.Pd.	
3.	12 Desember 2018	Konsultasi Bab 1	Dra. Ismarita Ida Rahmati, M.Pd.	




4.	21 Desember 2018	Konsultasi Bab 1 dan 2	Dra. Ismarita Ida Rahmati, M.Pd.	<i>Ida</i>
5.	08 Januari 2019	Konsultasi Bab 1,2, dan 3	Dra. Ismarita Ida Rahmati, M.Pd.	<i>Ida</i>
6.	21 Januari 2019	Konsultasi Bab 1,2, dan 3	Dra. Ismarita Ida Rahmati, M.Pd.	<i>Ida</i>
7.	25 Februari 2019	Pelaksanaan Seminar Proposal	Dra. Ismarita Ida Rahmati, M.Pd.	<i>Ida</i>
8.	25 Maret 2019	Konsultasi Bab 4	Dra. Ismarita Ida Rahmati, M.Pd.	<i>Ida</i>
9.	09 April 2019	Konsultasi Bab 4 dan 5	Dra. Ismarita Ida Rahmati, M.Pd.	<i>Ida</i>
10.	25 April 2019	Konsultasi Bab 4 dan 5	Dra. Ismarita Ida Rahmati, M.Pd.	<i>Ida</i>
11.	24 Mei 2019	Pelaksanaan Seminar Hasil	Dra. Ismarita Ida Rahmati, M.Pd.	<i>Ida</i>
12.	13 Juni 2019	Revisi Bab 1 dan 3	Dra. Ismarita Ida Rahmati, M.Pd.	<i>Ida</i>
13.	21 Juni 2019	Revisi Bab 4 dan 5	Dra. Ismarita Ida Rahmati, M.Pd.	<i>Ida</i>
14.	26 Juni 2019	Revisi Bab 4 dan 5	Dra. Ismarita Ida Rahmati, M.Pd.	<i>Ida</i>
15.	12 Juli 2019	Pelaksanaan Ujian Skripsi	Dra. Ismarita Ida Rahmati, M.Pd.	<i>Ida</i>
16.	15 Juli 2019	Revisi Bab 5	Dra. Ismarita Ida Rahmati, M.Pd.	<i>Ida</i>
17.	17 Juli 2019	ACC Penjilidan	Dra. Ismarita Ida Rahmati, M.Pd.	<i>Ida</i>

Telah dievaluasi dan diuji dengan nilai:

B

Mengetahui,
Ketua Jurusan Pendidikan Bahasa



Dr. Sony Sukmawan, M.Pd.
NIP. 197707192006041001

Dosen Pembimbing



Dra. Ismarita Ida Rahmati, M.Pd.
NIP. 195604261982032001