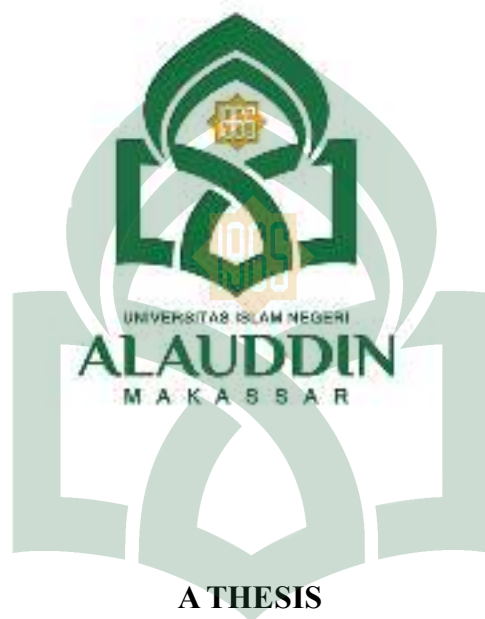


**THE EFFECTIVENESS OF SMALL GROUP DISCUSSION  
METHOD IN THE TEACHING OF READING  
COMPREHENSION TO THE SECOND GRADE STUDENTS  
OF STATE SENIOR HIGH SCHOOL (SMA NEGERI) 3 SOUTH  
SINJAI**



**A THESIS**

Submitted in Partial Fulfillment of the Requirements for the Degree of  
Sarjana Pendidikan in English Education Department of  
Tarbiyah and Teaching Science Faculty of  
UIN Alauddin Makassar

By

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**2018**

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Skrripsi yang berjudul, "**The Effectiveness of Small Group Discussion Method in The Teaching of Reading Comprehension To The Second Grade Students of State Senior High School (SMA Negeri) 3 South Sinjai**", yang disusun oleh **Nilma Darise, NIM: 20400113002**, mahasiswa Jurusan Pendidikan Bahasa Inggris pada Fakultas Tarbiyah dan Keguruan UIN Alauddin Makassar, telah diujikan dan dipertahankan dalam sidang munaqasyah yang diselenggarakan pada hari Senin, Tanggal **27 Agustus 2018** bertepatan pada Tanggal **15 Dzulhijjah 1439s H**, dinyatakan telah dapat diterima sebagai salah satu syarat untuk memperoleh gelar Sarjana Pendidikan (S.Pd) pada Fakultas Tarbiyah dan Keguruan, Jurusan Pendidikan Bahasa Inggris dengan beberapa perbaikan.

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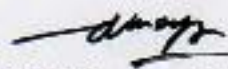
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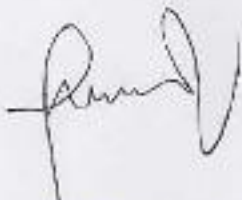
## PERSETUJUAN PEMBIMBING

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## ABSTRACT

**Name** : Nilma Darise  
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**Consultant I** : Dr. H. Muh. Rusdi T., M.Ag.  
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The researcher discusses the use of Small Group Discussion Method to improve the students' ability in Reading Comprehension. This research aimed to find out the improvement of students' ability by Small Group Discussion Method contains some steps in Reading Comprehension. The concept of this method is learning by doing. The students are given the opportunity to experience by themselves, the learning process.

This research used Quasi-Experimental design as the research method. This design consisted of Pre-test, treatment, and Post-test. Treatment of this research were eight meetings. This research was done at the second grade students of SMA Negeri 3 South Sinjai consisted of 160 students. The sample of the research consisted of 50 students which were taken by use Purposive Sampling.

The research finding indicated that the use of Small Group Discussion Method improved the students' ability in Reading Comprehension at SMA Negeri 3 South Sinjai. The t-test result of Pre-test was **1.95** and **3.05** in Post-test. The Post-test result was greater than t-table (**3.05**>**2.00**).

Based on the result of this research, it can be conclude that the use of Small Group Discussion Method has positive effect in teaching Reading Comprehension at the second grade students of SMA Negeri 3 South Sinjai.

# CHAPTER I

## INTRODUCTION

This chapter presents the background of the study, statement of the problem, research objectives, research significant, research scope, and operational definition of terms.

### *A. Background*

English as an international language is used in most international events and also used as a medium for the flow of information science, technology and culture. As we understand that learning a foreign language is more difficult than learning the national language or mother tongue. This is because the foreign language has a completely different aspects and the system that must be understood by the students or learners, such as pronunciation, spelling, and cultural background of the language. According to Harrington (2000), In addition we also remember that there are some important factors in learning a foreign language, which will mostly affect students or learners in mastering the language.

There are four skills in English language: Speaking skill, Listening skill, Reading skill and Writing skill. Especially for reading skill, it is so important in english learning, because it develops the mind. The mind is a muscle. It needs exercise. Understanding the written word is one way the mind grows in its ability.

Teaching students to read helps them learn to listen. Everybody wants to talk, but few can really listen.

According to Harp and Brewer, (1996:17). Reading is a necessary skill that any learner needs. Unfortunately, how to teach reading has not been given due care in some schools. In the past, according to the traditional view, reading begins with the child's mastering the names of the letters, mastering the letter-sound relationships, then, learning some easy words in isolation, and, finally, reading simple stories with highly controlled vocabularies. There are some problems of the students' in reading. The *first*, the students do not understand which one the main idea of the text. It seems that while the teacher asks the students to determine the main idea, they assume that the title of the text is the main idea. The *second*, the students difficult to get the information with detail of the text. While the teacher asks the students to comprehend what is the content of the text with general, they just read the first sentence in every paragraph of the text. The third, the students lack vocabulary. It seems while the students read the text, they do not know the meaning of the words contained in the text. In reading, the students should have much vocabulary. It was determined how far the students can understand the text. If the students comprehend the text by using the dictionary and translating word by word, it was made the students misunderstand in interpreting the meaning of the text.

From the phenomenon, the teacher asks the students to read the text. In learning process, the teacher gives question to the students about main idea and information that contained in the text. It is clear that the teacher method is not effective. the method in learning process is very important to influence students'

reading. If the method used by the teacher is effective and can be applied, the students it was enjoyed the lesson and easy to understand the text.

Based on the researcher on Desember 12<sup>th</sup> 2016 in SMA Negeri 3 South Sinjai especially in the second grade, all of students can read the text but only a few of students can comprehend or can understand what they have read especially English text. The students find difficulties in reading such as they do not understand the content of the material, what the text about and also hard to find main idea of paragraph and meaning of words. The other problems are, firstly, the students are bored to read the text because it is not interesting. Secondly, the teachers' method is not interest and than make a students' bored in the classroom because the teacher just explain about the material and than many students' not understand especially in teaching reading. And last is the students have limited vocabulary so they are difficult to understand the reading the text.

Thus, based on the problems found above, the teachers should help the students to facilitate and find the effective method to develop students' reading comprehension. It is important for the teacher to find the method that is easy and can be applied for the students in learning reading. By using the effective method, the students can follow the lesson well and they can increase their reading comprehension, because the method of teaching influences the students' success.

The researcher it was solved this problem by small group discussion method to teach reading. According to Brown, (2011: 177) Small group discussion method is a group which consists of six or fewer students who are assigned a task that involves collaboration. Meanwhile, McCrorie (2006). Stated

that small group discussion method is a group consist of three to six learners facilitated by a teacher.

Based on the previous statement, the teachers should help the students to facilitate and find the effective method to develop students' reading comprehension. It is important for the teacher to find the method that is easy and can be applied for the students in learning reading. By using the effective method, the students can follow the lesson well and they can increase their reading comprehension because the method of teaching influences the students' it can be younger to understand the meaning of context. The researcher is interested in conducting an experimental research with title ***“The Effectiveness of Small Group Discussion Method in Teaching Reading at the Second Grade Student of SMA Negeri 3 South Sinjai”***.

### ***B. Research Problems***

Based on the background of the problems that have been described, researcher focused on research problems as follows:

1. Is the use of small group discussion method effective in teaching reading to the students of SMA Negeri 3 South Sinjai?
2. Can the use of small group discussion method improve students' understanding in the teaching of reading at second grade students of SMA Negeri 3 South Sinjai?



### ***C. Research Objectives***

Based on the description of the background and the formulation of the above problems, the purpose of this study can be expressed as follows:

1. To describe whether or not the use of small group discussion method is effective in the learning Reading at the second grade students of SMA Negeri 3 South Sinjai".
2. To know whether or not the use of small group discussion method can improve students' understanding in the teaching of reading at second students grade of SMA Negeri 3 South Sinjai.

### ***D. Research Significance***

Given the importance of this research in a variety of factors, the relative importance of this research is reviewed from two aspects, namely:

#### **1. Theoretical Significance**

Research is expected to contribute knowledge, especially about the use of discussions method in learning to read. This research is expected to be used as reference for other researcher in conduct a research in English teaching-learning process. Hopefully, the result of this study is useful for students, teachers, and all of the readers.

#### **2. Practical Significance**

There are many significances of the research which can be useful for:

##### **a. For the students**

The process of this research can be useful for the students to improve their reading comprehension and develop their study in order to be successful.

b. For teachers

By doing this research, the writer hopes that, the output of the study can be useful to give contribution of developing English teaching especially in teaching reading comprehension. And the researcher hopes teacher can use Small Group Discussion Method as an alternative method in teaching process.

c. For the next researcher

The researcher hopes this research can be developed by the next researcher in different skill and participant.

***E. Research Scope***

The scope of this research is limited to improve student's reading comprehension by using small group discussion method. The research emphasized on the comprehension of the reading text and focus in narrative text as the material. Because it has relationship with school and be found both of in hand book teachers' at the Second Grade of SMA Negeri 3 South Sinjai.

***F. Operational Definition Of Terms***

In order to make clear of some key terms. It is important to interpret and define the meaning of some key terms dealing with this research:

1. Small Group Discussion Method

a. small group discussion method is a method by which each group consists of three to five people.

b. According to Hasibuan, (2004: 63) Small group discussion method is a way of delivering learning materials and teacher allowed students to brainstorm, make a

conclusion or making a variety of alternative solutions to problems. In other words, a group discussion is one of the learning strategies that enable the achievement of a comprehensive teaching purposes.

## 2. Reading

a. Reading is a skill that when reading can give a new information.

b. Reading is one of the activities in order to obtain information from the printed text. Byrnes & Harmer, (1991: 190) said that reading is a process conducted by the reader to get a message or information author via researchers. This means that reading is part of the process of language because reading is going communication between the reader and the text. Reading is a transaction between text and reader." And defines reading as an exercise dominated by the eyes and brain. Mata receives the message and the brain then have to work out the importance of these messages.

Harrison and Smith, (1980: 23) Reading as the act of responding with appropriate meaning to print or written verbal symbols. It means that reading is the result of interaction between the graphic symbols that represent language and the reader's language skill, and cognitive skills and knowledge of the words.

Williams, (1996: 11) Reading is a process of obtaining meaning from written text. Readers carry out knowledge of the writing system, knowledge of the language, and the ability to interpret meaning from a text.

Paynter, Bodrova, & Doty, (2005) Reading comprehension is a complex undertaking that involves many levels of processing. One of the most fundamental aspects of comprehension is the ability to deal with unfamiliar words encountered

in text. Readers who struggle with word-level tasks use up valuable cognitive space that could be allotted to deeper levels of text analysis. It is not enough to rely on context cues to predict the meaning of new words, since this strategy often results in erroneous or superficial understandings of key terms, especially in reading content-area. Mature readers need to possess a basic knowledge of “how words work” and a set of strategies for approaching new words encountered throughout the day.

It is necessary for the students of Senior High School to master reading comprehension. Cooper, (1986:11) Stated that Comprehension is a process in which the reader may construct meaning by interacting with the text. In reading comprehension, a reader should have knowledge about understanding the reading passage. The common questions on the passages are primarily about the main ideas, details, and an inference that can be drawn from the passages.

According to Brown, (2001; 264) Reading is the process of thinking and interrelated with other communication skills listening, speaking, and writing. Reading is the process of reconstructing the pattern printed on the ideas which information is intended by the author". (Meanwhile, Geoffrion and Geoffrion, 1985: 11) defines reads as follows: Reading can assume many forms and serve the diversity of personal and social processes. Read more closely associated with thought and perception.

#### c. Principal Teaching reading

Reading is very active skills, to read successfully. The students have to understand the arguments of what words mean. As an active skills, reading should

be taught with creative ways to make the students understand the whole text and able to respond to the text by giving an argument based on the text after they read the text.



## CHAPTER II

### LITERATURE REVIEW

This chapter presents about some related information topic of the recent study. It is intended to provide some theoretical concepts which could support this investigation.

#### ***A. Previous of Related Findings***

There are some researches which have been conducted relating to teaching reading:

Endang Setyaningsih (2012) about *The Use of Small-Group Discussion to Improve Students' Reading Comprehension*, The research findings show that the use of SGD could improve students' reading comprehension, class situation, the strengths and the weaknesses when SGD is used in teaching reading. In addition, it is found that SGD can improve the students' participation in learning reading and the students' reading comprehension. The result of the research shows that the use of SGD improves students' reading comprehension skills.

Cecep Ahmad S. (2013) about *The Effectiveness of Small Group Discussion Method in Teaching Reading at Second Grade Students' of One Of Public Junior High School*, to find out students' responses towards the use of small group discussion method in teaching reading. Which indicates that small group discussion method effectively improved students' reading skill. In addition, data obtained from questionnaire shows that most students' agreed that small group discussion can improve their motivation in learning reading, increase their

participation in the class, and build up their responsibility to finish the tasks given by teacher.

Umiyati (2011) about *The Effectiveness of Using Small Group Interaction in Teaching Reading Comprehension at Seventh Grade of SMP Sunan Bonang, Tangerang*, to find out The concluded that the use of small group interaction in teaching reading comprehension is quite success. It can be seen on table of the students' reading comprehension scores that the students who learn reading comprehension by small group interaction and whole-class teaching have a significance difference. It means that there is a significance difference to the students achievement in learning reading comprehension by using small group interaction than whole-class teaching. Therefore, the students reading achievement which is taught by using small group interaction is better than the students reading achievement which is taught by using whole-class teaching in learning reading comprehension. In other words, the use of small group in teaching reading comprehension has a significant effect in the students' reading achievement o even semester of the seventh grade of "SMP" Sunan Bonang Tangerang.

Maghfuroh (2015) about *Developing Descriptive Writing skill by Using Small Group Discussion for Tenth Graders*, The result showed that students viewed small group discussion as a useful teaching technique. The questionnaire revealed that small group discussion helped and enjoyable for writing skills. The researcher concluded that both of the students and the teacher were active to learn the lesson. In the implementation of small group discussion can be used to teach writing

descriptive text, the teacher seemed active in every moment to help the students who needed more help in teaching descriptive text using small group discussion and successfully make this technique in the classroom, and about the students that was happy to use this technique to write descriptive text. It could be seen from students who are very enthusiastic in teaching learning process by using small group discussion. The data gathered from observation shows that students can be more active in helping each other and stating opinion as what they thought. It was approved from the analysis of students' composition done by researcher that there was better done by the students. Because teaching writing by using small group discussion makes students easy to absorb their new knowledge and they can write their idea based on the group discuss then produce good descriptive text. Small group discussion can help them to look for the ideas in writing the descriptive text. So, they can use new vocabularies creatively. Small group discussion could help the students in mastering the material related to the descriptive text genre. Previously they said that they do not like learning English and get difficulty to write, especially in writing descriptive text, by using small group discussion they become interested and more enthusiastic in writing descriptive text. Beside that the teacher also gives them a good motivation while implementing small group discussion. Students also said that small group discussion make them easier to get the idea and make them too easy in write descriptive text.

All in all, the previous findings which were mentioned above had relevancies with this research. The relevancies of this research namely in use of Small Group Discussion could improve students' reading comprehension. Small Group



Discussion could be used to improve the class situation. The researcher also found the strengths and the weaknesses when Small Group Discussion is used in teaching reading. Small group discussion could help the students in mastering the material related to the narrative text. Previously they said that they do not like learning English and get difficulty to read, especially in writing descriptive text, by using small group discussion they become interested and more enthusiastic in reading narrative text. Beside that the teacher also gives them a good motivation while implementing small group discussion. And also this research that use of small group discussion to make them easier to get the idea and make them too easy in reading narrative text the research materials.

### ***B. Some Pertinent Ideas***

#### 1. The definition of reading

Aebersold and Field, (1997: 15) Reading is what happens when people look at a text and assign meaning to the written symbols in that text. Nunan, (1998: 33) The similar definition stated that reading is a process of decoding written symbols, working from a smaller unit (individual letters) to larger ones (words, clauses, and sentences). Based on the theories above, it can be concluded that reading is a more much complex process to obtain ideas or meaning from a text, which is symbolized in written or printed language.

#### a. Concept of Reading

Reading is an interactive and constructive process involving the reader, the text, and the context of the reading experience. Grigg, Daane, Jin, & Campbel, (2003, P.3). Reading involve the development of an understanding of text,

thinking about text in different ways, and using variety of text types for different purpose (from the framework for the NAEP reading assessment. snow, burns & Griffin, (1998, P.15) Other definition that reading is a complex developmental challenge that we know to be intertwined with many others developmental accomplish ments : attention, memory, language, and motivation. For example, reading is not only a cognitive Psycholinguistics activity but also asocial activity.

#### b. Level of Reading

Some people say that the act of reading only consists of pronouncing words. They consider that comprehension is not important. Concentrating on pronouncing words rather than comprehending the essence of the passage is a waste of precious time. Based on the idea above, the teacher needs to emphasize the basic comprehension skills. According to Burns ET. Al (1984: 177) there are four level of comprehension:

#### c. Literal Reading

Literal reading or reading for literal comprehension which involves acquiring information that directly stated in a section, is important and also prerequisite for higher level understanding. At this level, the readers are able to comprehend what the author has said.

#### d. Interpretive Reading

Interpretive reading involving reading between the lines or making inferences, it is the process of deriving ideas that are implied rather than directly stated. At this level, the readers are able to understand what the author means.

e. Critical Reading

Critical reading is evaluating written material comparing the ideas discovered in the material, which is known standards and drawing conclusion about their accuracy, appropriateness. Critical reading depends upon literal comprehension and grasping implied ideas is especially important.

f. Creative Reading

Creative reading involves going beyond the material presented the author. It requires readers to think as they read, just as critical reading does, and it also requires them to use their imagination. In teaching reading, a teacher must teach the four levels of comprehension level. First, use a discussion or questioning technique that brings out just what the author said or in other words, in pre-reading; a teacher ask questions related to the topic before he starts his reading. It is probably more effective to develop desire to read the article and help them arrive at a literal understanding of the piece to be read. Then, after the students have completed reading the assigned section, teacher and students should discuss it.

1). Techniques reading comprehension

Based on the theories above, it can be concluded that reading is a complex process to obtain ideas or meaning from a text which is symbolized in written or printed language. Comprehension in reading means that when someone reads he must understand what he reads. It can be said that in reading comprehension, there should be an interaction between the author and the reader. The author expresses his ideas in the form of written language and the reader has to understand the

meaning of the text intended by the author. To be able to achieve the purposes of reading comprehension, one should have some basic reading skills as follows; (1) literal skills (getting the central thought and main idea, recalling and recognizing of facts and information, finding answer to specific questions); (2) interpretive skills (drawing conclusions, generalizing, deriving meaning from context); (3) critical skill (determining the writer's purpose); and (4) creative skills (applying information into daily life). In relation to the study, those skills can be implemented into two levels of understanding as follows:

a). Reading the lines

Learners are able to understand the literal meaning i.e., responding to the precise meaning of familiar words in their context and inferring the meaning of unfamiliar words from contextual clues and also visualizing the scenes and events the words conjure up.

b). Reading between the lines

Learners are able to get the writer's intent and purpose, to interpret clues to character and plot, and to distinguish between fact and fiction.

2). Strategies of Reading

Language instructors are often frustrated by the fact that students do not automatically transfer the strategies they use when reading in their native language to reading in a language they are learning. Instead, they seem to think reading means starting at the beginning and going word by word, stopping to look up every unknown vocabulary item, until they reach the end. When they do this, students are relying exclusively on their linguistic knowledge, a bottom-up

strategy. One of the most important functions of the language instructor, then, is to help students move past this idea and use top-down strategies as they do in their native language.

Effective language instructors show students how they can adjust their reading behavior to deal with a variety of situations, types of input, and reading purposes. They help students develop a set of reading strategies and match appropriate strategies to each reading situation.

Strategies that can help students read more quickly and effectively include:

- a). Previewing: reviewing titles, section headings, and photo captions to get a sense of the structure and content of a reading selection.
- b). Predicting: using knowledge of the subject matter to make predictions about content and vocabulary and check comprehension; using knowledge of the text type and purpose to make predictions about discourse structure; using knowledge about the author to make prediction about writing style, vocabulary, and content.
- c). Skimming and scanning: using a quick survey of the text to get the main idea, identify text structure, confirm or question predictions.
- d). Guessing from context: using prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown words, instead of stopping to look them up.
- e). Paraphrasing: stopping at the end of a section to check comprehension by restating the information and ideas in the text.

## 2. Small Group Discussion Method

In this discussion the researcher begin from the explanation the shading of the small group method in which inventor of the method is Cooperative Learning.

### a. Definition of Cooperative Learning

Cooperative learning is a learning strategy through small groups of students working together to maximize learning conditions to achieve learning objectives, Depdiknas (2003: 5).

Cooperative learning methods, students work together in four members teams to master material initially presented by the teacher. This means that operational learning or cooperative learning is a learning model in which the learning system and working small groups of 4-6 people are collaborative so as to stimulate learners to be more passionate about learning. From some understanding according to experts can be concluded that cooperative learning is a way of learning in the form of small groups that work together and directed by teachers to achieve the expected learning objectives, Slavin (Isjoni, 2011: 15).

### b. Cooperative Learning Teaching Strategies

#### 1.) Numbered Heads Together

Divide students into groups of four or five students each. Within each group, students should count off. The teacher then poses a question for the groups to discuss together. However, the teacher calls a specific number from each group to respond and that student is responsible for sharing the answer with the class.

## 2). Jigsaw

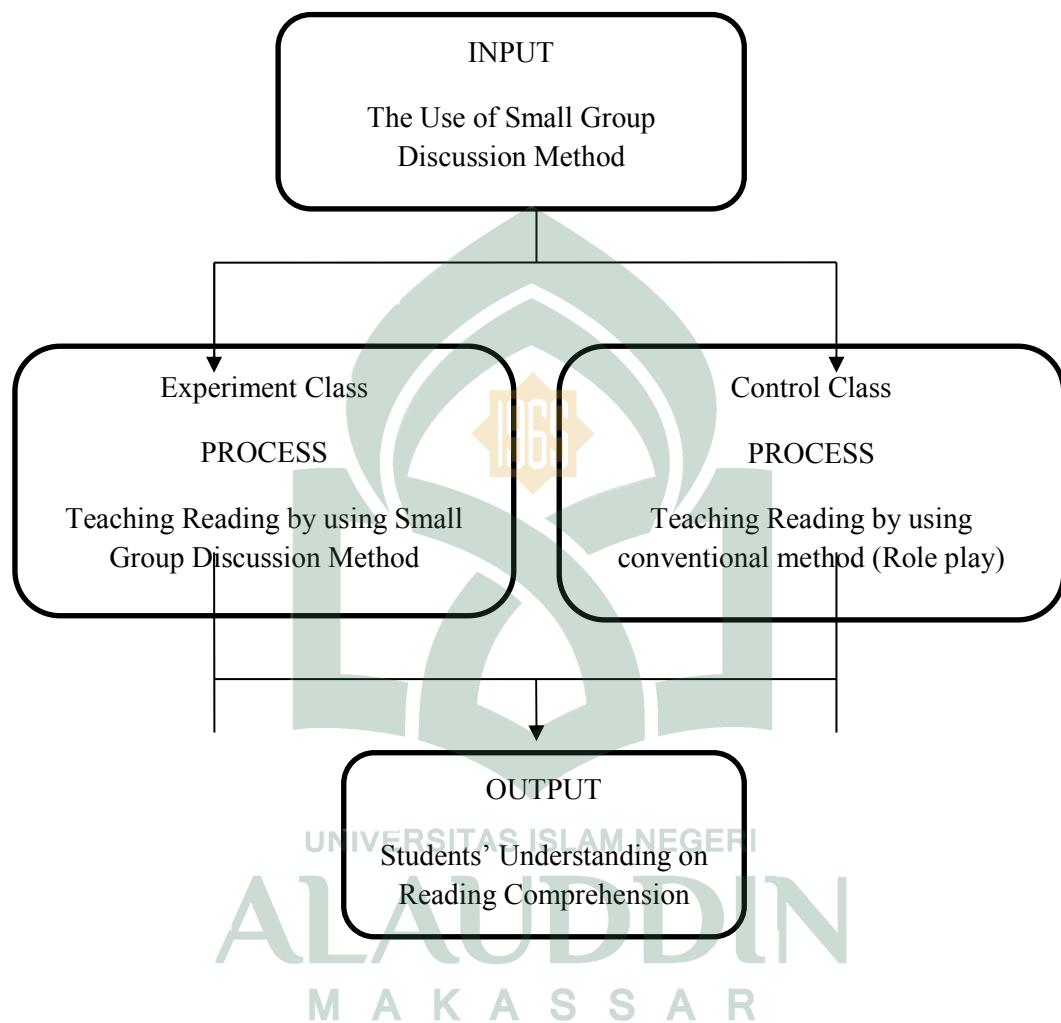
Divide students into groups of three to five students each. Label these groups as students' home groups. Within these home groups, give students a selection of text. That they are responsible for reading and learning. After students individually read their assigned the same material (called expert groups). During this meeting, students can help each other understand the reading or clarify the most important points. Finally students return to their home groups to teach each other what they have learned.

## 3). Small Group Discussion Method

Divide students into groups of two or three students each. Discussion activities in learning are conducted to give students the opportunity to discuss a problem or topic in the way each student submits an opinion, exchange ideas to obtain a conclusion together from the discussion he did. Arends, (1997: 200) said Small Group Discussion method One of techniques that can be implemented by teacher especially to teach reading.

### *C. Theoretical Of Framework*

The theoretical framework of this research can be described as in the column:



In the figure above, input, process, and output are briefly classified as follows:

1. Input refers to small group discussion method as teaching instrument that is expected to be good device in teaching reading comprehension.
2. Process is which works through treatments in teaching Reading Comprehension that use two classes are experiment class and control class.



In experiment class the researcher have done teaching reading comprehension by using small group discussion method, while in control class it was give conventional method.

3. Output, refers to students' understanding on reading comprehension by using small group discussion method.

#### ***D. Hypothesis***

The hypothesis of the research is formulated as follows:

**H<sub>1</sub>**: the use of small group discussion method is effective in teaching reading comprehension in second grade of SMA Negeri 3 South Sinjai.

**H<sub>0</sub>**: The use of small group discussion method is not effective in teaching reading comprehension in second grade of SMA Negeri 3 South Sinjai.

## CHAPTER III

### RESEARCH METHOD

The recent study was an experimental research to find out the result of a certain method. Therefore, the design is called a pre-test and post-test.

#### *A. Research design*

The method which used to be applied in this research is Quasi-experimental. According to Sugiyono, (2009) A Quasi-experiment is simply defined as not a true experiment. Since the main component of a true experiment is randomly assigned groups, this means a quasi-experiment does not have randomly assigned groups. The quasi experimental design is a study which is aimed at discovering the influence of particular treatment. which applies the Nonequivalent Control Group Design with Pre-test and Post-test. In this design, the experiment and control group is compared.

It consists of an experimental class and control class. It aimed to find out of using Small Group Discussion Method toward the students' reading comprehension. The treatment was conducted after pre-test. Significant influence was got by comparing the pre-test and post-test result.

This is a model of Quasi-Experimental design, exactly Non-equivalent Control Group design:

E O1 X O2

---

C O3 - O4

Explanation:

E : Experimental class

C : Control class

O1 : Pretest in experimental class

O2 : Pretest in control class

X : Treatment for experimental class by Small Group Discussion method

O3 : post test in experimental class

O4 : post test in control class



(Adapted from Sugiyono, 2014)

### ***B. Research variable***

There are two variables in this research; they are independent variable and dependent variable:

### 1. Independent variable

Schreiber & Asner-Self, (2011: 152) States that independent variable is a variable that is stated to cause some outcome; it is the cause. In this research, The independent variable is Small Group Discussion method, which is the teaching aids that help the students to increase their reading comprehension. Independent variable will be affected dependent variable. It shows how the use of the Small Group Discussion method can improve reading comprehension.

### 2. Dependent variable

Schreiber & Asner-Self, (2011: 152) States that dependent variable is the outcome of the dependent variable; it is the effect. In this research that consist of dependent variable is reading comprehension. Dependent variable is affected by independent variable.

## ***C. Population and Sample***

### 1. Population

According to Miller, (2005; 45) That population is the term used in statistics to refer to all positive objects of a particular type.

Creswell, 2012; 142) States that population or target population as a group of individuals who have the same characteristic with are some commomn defining characteristic. That the researcher can identified and study 6 classes, Divided into two program, there are XI.IPA1, XI.IPA2, XI.IPA3 and XI.IPS1, XI.IPS2, XI.IPS3. So, the total of population are 160 students.

## 2. Sample

Richards, et al; (1992; 321) States that sample is any group of individual, which selected to present a population.

The researcher was an used purposive Sampling because the studying is already determine by the school sistem and to make easy for the researcher as well. In this case, the researcher chose class XI.IPS1 as the experimental class because average value of students' under assessment standards, and class XI.IPS2 as the control class because in this class the average value of their students' be better. Each of the classes consists of 25 students, therefore the total number of sample are 50 students.

### ***D. Research Instrument***

The instrument of this research was reading test. Test was taken in the material narrative text. The test is consists of 20 items of multiple choices, and 5 items of essay. The test consists of pre- test and post-test. The pre-test is intended to see the prior knowledge of the students in reading before giving treatment while the post-test was administered to know the students' achievement after giving treatment.

### ***E. Data Collection Procedure***

#### 1. Pre-test

To collect the data, the researcher conducted a pre-test both of control and experiment class. The test consisted of 20 items of multiple choices, and 5 items of essay and the students' were given 45 minutes to answer all the questions that the researcher provided in the paper sheet. At the first time,

the researcher held self-introduction and explained the aim of her research to the students. Then, the researcher gave them pre-test.

## 2. Treatment

After giving the pre-test, the researcher will do the treatment to the experiment class only by small group discussion method in the reading learning and the control class was taught by their teacher method. The treatments will be given for six meetings at least.

## 3. Post-test

After giving the treatments, post-test will be given to the students. It aim to know whether the use of small group discussion method improve the students' reading comprehension or not. The reading test consisted of 20 items of multiple choices, and 5 items of essay. The students were give 45 minutes to answer all the question that was provided in the paper sheet.

### ***F. Data Analysis Technique***

The data will be collected through the test by using inferential statistic percentage. Score is also used to know the students' ability in reading comprehension. The steps under taken in quantitative analysis employing the following formulas:

1. The formula was an used in scoring the students' correct 90 is:

$$\text{Score} = \frac{\text{Students' correct answer}}{\text{Total number of item}} \times 100$$

(Brown, 2014)

2. The Classification of students' score:

No.	Classification	Score
1	Excellent	96-100
2	Very Good	86-95
3	Good	76-85
4	Fairly Good	66-75
5	Fair	56-65
6	Poor	36-55
7	Very Poor	0-35

(Arikunto, 1993)

3. To calculate the mean score of the students' answer of pre-test and post-test, the researcher was used the formula as follow:

$$\bar{x} = \frac{\sum x}{N}$$

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Where :

$\bar{x}$  = mean score

$\sum x$  = sum of all scores

N = total number of subject

(Gay, 2006)

4. Finding out the standard deviation by applying this formula:

$$SD = \sqrt{\frac{SS}{N-1}}, \text{ where } SS = \sum X^2 - \frac{(\sum X)^2}{N}$$

Where:

SD = Standard Deviation

SS = The sum of square

N = Total number of the subjects

$\sum X^2$  = The sum of all square; each score is squared and all the squares are added up

$(\sum X)^2$  = The square of the sum; all the scores are added up and the sum is square, total.

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5. The formula used in finding out the difference between students' score in pre-test and post-test.

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where:

t = Test of significance



$\bar{x}_1$  = Mean score of experimental group

$\bar{x}_2$  = Mean score of controlled group

$SS_1$  = Sum square of experimental group

$SS_2$  = Sum square of controlled group

$n_1$  = Number of students of experimental group

$n_2$  = Number of students of controlled group.

(Gay, 1981: 349)



## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter describes both the findings and the discussions of this research.

#### **A. Findings**

Findings of the study deal with the presentation rate of the students' score obtained from the test to find the mean score, standard deviation, test of significance, and hypothesis testing.

##### **1. Result of Students' Pre Test in Experimental and Control Class**

The result score of students' pre-test in Experimental Class were shown in the Appendix I. It showed that the lowest score of pre-test in Experimental class was 50 for 6 students and highest is 60 for 10 students.

For the Control Class, the data were shown in the Appendix II. It showed that the lowest score in the pre-test was 50 for 3 students and the highest score was 60 for 17 students. After assessing the individual score, the researcher calculated the score to get the mean score. It was important to determine the mean score for both classes and the t-test to measure students' basic knowledge, to find out whether the result was significant or not and to be able to make sure whether the research can be continued or not. Students' means score for both classes and the t-test in the pre-test were shown in the following table.

### Students' result of Mean Score, T-test, and T-table in pre-test

Class	Mean Score	t-test	t-table
Experimental Class	53,92	1.95	2.00
Control Class	59,36		

**Table 4.1 Students' result of Mean Score, T-test, and T-table in pretest**

The table showed that the mean score of the students in the Experimental class was lower than in the Control class. The result of the mean score described that the difference of the students' basic knowledge. In addition, t-test of the pre-test between Experimental and Control class was 1.95 and the t-table is 2.00.

Making conclusion about students' score was by comparing the t-test and the t-table. When the result of the t-test was smaller than the t-table, it meant that there was no significance among the result of the students' basic knowledge and it was appropriate for the research to be continued. The table above showed that there was no significance between students' score in the pre-test because the t-test was smaller than the t-table ( $1.95 < 2.00$ ).

**a. Students' Score Classification Percentile in Pre-test Experiment Class**

No	Classification	Score	Frequency	Percentage
1.	Excellent	96-100	0	0%
2.	Very Good	86-95	0	0%
3.	Good	76-85	0	0%
4.	Fairly Good	66-75	5	20%
5.	Fair	56-65	10	40%
6.	Poor	36-55	7	28%
7.	Very Poor	0-35	3	12%
<b>Total</b>			<b>25</b>	<b>100%</b>

**Table 4.2 Students' result of Pre-test Experiment Class.**

The table showed that the Experimental class, there was 5 student or 20% classified into Fairly Good, 10 students or 40% were classified into Fair, 7 students or 28% were classified into Poor, and 3 student or 12% were classified into Very Poor.

**b. Students' Score Classification Percentile in Pre-test Control Class**

No	Classification	Score	Frequency	Percentage
1.	Excellent	96-100	0	0%
2.	Very Good	86-95	0	0%
3.	Good	76-85	2	8%
4.	Fairly Good	66-75	7	28%
5.	Fair	56-65	10	40%
6.	Poor	36-55	4	16%
7.	Very Poor	0-35	2	8%
<b>Total</b>			<b>25</b>	<b>100%</b>

**Table 4.3 Students' result of Pre-test Control Class.**

For Control class, there were 2 students or 8% classified into Good, 7 students or 28% classified into Fairly good, 10 students or 40% classified into Fair, 4 students or 16% classified into Poor, and 2 student or 8% classified into Very Poor.

In summary, in pre-test of Experiment Class does not get that Good because they do not have ability in comprehending text well. It was shown by the result of their enhancement in reading through pre-test. They almost cannot understand all of question.

In other hand, there were many students classified into Good in Control class because they have better enhancement in comprehend the text in pretest than Experimental class.

## 2. Result of Students' Post Test in Experimental and Control Class

Table of the result of Students' post-test in Experimental and Control Class (See Appendix I,II) described the score of post-test in Experimental and Control class.

### a. Students' Classification Score in Post-test for Experimental Class

No	Classification	Score	Frequency	Percentage
1.	Excellent	96-100	0	0%
2.	Very Good	86-95	0	0%
3.	Good	76-85	5	20%
4.	Fairly Good	66-75	11	44%
5.	Fair	56-65	8	32%
6.	Poor	36-55	1	4%
7.	Very Poor	0-35	0	0%
<b>Total</b>			<b>25</b>	<b>100%</b>

**Table 4.4 Students' result of Post-test Experiment Class.**

The table showed that the Experimental class, there were 5 students or 20% were classified into Good, 11 students or 44% were classified into Fairly Good, 8 students or 32 % were classified into Fair, 1 students or 4% were classified into Poor.

**b. Students' Classification Score in Post-test for Control Class**

No	Classification	Score	Frequency	Percentage
1.	Excellent	96-100	0	0%
2.	Very Good	86-95	0	0%
3.	Good	76-85	2	8%
4.	Fairly Good	66-75	6	24%
5.	Fair	56-65	11	44%
6.	Poor	36-55	2	8%
7.	Very Poor	0-35	4	16%
<b>Total</b>			<b>25</b>	<b>100%</b>

**Table 4.5 Students' result of Post-test Control Class.**

For Control class, there were 2 students or 8% classified into Good, 6 student or 24% classified into Fair Good, 11 students or 44% classified into Fair, 2 students or 8% classified into Poor, and 4 student or 16% classified into Very Poor.

In summary, the data shown in the table indicated that students in Experimental class have better enhancement than Control class. For both classes, there was nobody classified into very good. Most of students in experimental class was classified into Very Good and Good and also there was no students got the very poor score because they showed their ability in comprehending the text through post-test. The students got the Very Good and Good were great in understanding the content of the text, they almost answer all of question in the post-test.

Based on the result above it can be concluded the rate percentage in the post-test was different from the rate percentage in the pre-test.

### c. Mean Score and Standard Deviation

The following table presented the mean score and standard deviation of the Experimental class and Control class.

The Mean Score and Standard Deviation in the posttest of the Experimental class and Control class:

Class	Mean Score	Standard Deviation
Experimental	68.16	17.70
Control	57.84	14.56

**Table 4.6 Mean Score and Standard Deviation in Post Test**

The table indicated the mean score of Experimental class in the Posttest was 68.16 and the standard deviation was 17.70. While the mean score of the Control class was 57.84 and the standard deviation was 14.56.

The standard deviation of students' post-test indicated that the mean score in this research seemed likely that it did not have good dispersion value because the standard deviation was 17.70 for Experimental class and 14.56 for control class. On the other hand, the good dispersion value of mean score was if the result of standard deviation was under the grade of one ( $<1$ ). If the standard deviation was more or bigger than one, it showed that the value dispersion of mean score was quite bad.

Even though the standard deviation was not good enough, it can be concluded that the use of Small Group Discussion Method was beneficial to improve the reading comprehension of the students' because the mean score of

students' post-test in Experimental group was higher than the mean score of students' post-test in the Control class.

#### d. Test of Significance Testing

The significant score between experimental and control class can be calculated by using t-test. The result of the t-test can be seen in table 4.5 as follows:

Variable	t-test	t-table
$X_1 - X_2$	3.05	2.00

**Table 4.7 the t-test of students' achievement**

Table 4 showed the result of test of significance testing. For the level of significance ( $p$ ) 0, 05 and the degree of freedom ( $df$ )  $(N_1 + N_2) - 2 = (25 + 25) - 2 = 48$ , showed that the value of the t-test was higher than t-table. The result of the test clearly showed that there was a significant difference between the students' score in the experimental and control class after the treatment of Small Group Discussion Method. It indicated that the Small Group Discussion method was effective in improving students' reading comprehension. It meant  $H_0$  was rejected and  $H_1$  was accepted because the t-test was higher than t-table ( $3.76 > 2.00$ ). Therefore, the hypothesis of the research was accepted.

#### B. Discussion

In Reading Comprehension, the teacher need to be creative enough to make students cannot feel bored in teaching and learning process. So, there most of students think that Reading Comprehension is not difficult subject. Using small Group discussion method in Reading Comprehension learning in the class is a



suitable method for active class. This method can apply in teaching and learning process. Beside students is guess the meaning of context and students also have vocabulary to know the meaning of word.

During observation (First meeting), the researcher was introduced the small group discussion method in teaching reading comprehension, and how to practice this method. After that, the researcher distributed the test to the students then the researcher explain to the students how to work out the test, the researcher also gave the students 45 minutes do the test. But there were some students who sit in the backside of the class did not pay attention with explanation the researcher's instruction and they tried to talk each other by her friend, look bored and feel sleepy. To solve the problem, the researcher gave more attention to the students and sometimes the researcher walk to behind of class.

After the researcher implemented small group discussion method in teaching Reading Comprehension, she got the data.

1. There were significant improvements from the students' Ability on Reading Comprehension. Students were being enthusiastic in teaching and learning process by using small group discussion method. Most of students are active in respond to students or teacher questions. Students also could guess the meaning of context without use the dictionary. It was analyze from each test and then the researcher got the result of the quasi-experimental research as followed.
2. The researcher concludes that was an improvement on students' ability in reading comprehension after taught using small group discussion method.

There were many factors that influenced the result of study. One of the factors was teaching aid or method. When a teacher employed an appropriate teaching aid or method that is suitable with the method, the students enjoyed the lesson. Based on the test result that had been done, it can be described that using small group discussion as a teaching method in the process of at second grade students' of SMA Negeri 3 South sinjai it was effective students' ability on reading comprehension. Actually, the use of small group discussion method help readers to derive the pronunciation and meaning of a known word from its uses in a sentence. Learning used small group discussion method is effective to encourage students' ability. It can stimulate students' to be active when the students read the text.

The assumes of this research that the application of using small group discussion method could help students to remind information that they got before and their information to connect with the text. Besides, small group discussion also helped students to remember that information in the text by making some questions. Therefore, this method could apply in teaching reading comprehension.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents the conclusions as well as few suggestions of this study. Suggestions were taken based on findings and conclusions obtained in this research.

#### *A. Conclusions*

Based on the findings, it can be concluded:

The students' reading comprehension taught by using Small Group Discussion Method at the second grade student of SMA Negeri 3 South Sinjai. The result of data analysis showed that the mean score of students in Experimental class in the pre-test was 53.92 and 59.36 for Control class. The mean score in post-test for Experimental class was 68.16 and 57.84 for Control class. The data showed that students' score in post-test for Experimental class was higher than in Control class. It meant that Small Group Discussion method more effective than conventional method in teaching reading comprehension at second grade student of SMA Negeri 3 South Sinjai. And there was significant difference between students' reading comprehension taught by using Small group discussion Method and conventional strategy at the second grade student of SMA Negeri 3 South Sinjai. The data showed that students' competence in Experimental class was higher than in Control class. The t-test for both classes in post-test was 3.05 compared to the t-table with 2.00, since the score of t-test was larger than the score of t-table, null hypothesis ( $H_0$ ) was rejected and alternative hypothesis ( $H_1$ )

was accepted. It meant that the Small Group Discussion Method which was applied in the Experimental class was improved students' reading comprehension.

### ***B. Suggestions***

In relation to the conclusion above, the researcher proposes the following suggestions:

1. The teacher suggest find out the effective method in teaching reading comprehension.
2. The students suggest be good learners; they should involve themselves in the classroom and pay attention to their teacher.
3. Student suggest have motivation in learning English.
4. The students suggest respect their teacher fully attention to the lesson for supporting the learning process running well.
5. The teacher suggest use many alternative strategies in teaching reading to improve students reading comprehension.
6. The teacher suggest know the students difficulties in reading to help them so that they can solve their problem and get out from their difficulties.
7. The English teacher suggest be creative in developing teaching material and present the learning process enjoyable.

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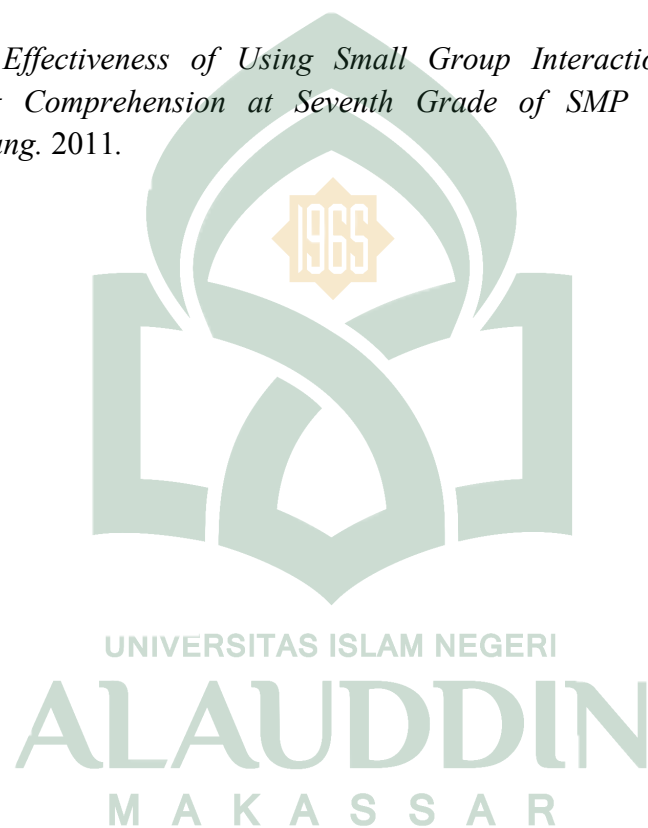
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# APPENDIX

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## APPENDIX I

## The Row Score of the students' Pre-test and Post-test in Experiment Class

No	Respondents	Pre-test		Post-test	
		X	X <sup>2</sup>	X	X <sup>2</sup>
1	A. Alfian Abdullah	66	4356	76	5776
2	A. Lili Malarangeng	60	3600	68	4624
3	Akmal Iswandi Jaya	56	3136	64	4096
4	Adrian Ma'ruf	40	1600	60	3600
5	Amir Nawawi	56	3136	60	3600
6	Amiruddin	64	4096	76	5776
7	Akbar. S	68	4624	72	5184
8	Ashari	72	5184	68	4624
9	Alhijrah	60	3600	68	4624
10	Firdaus	32	1024	68	4624
11	Haeruddin	48	2304	72	5184
12	Hernawati	48	2304	72	5184
13	Jumarni	68	4624	64	4096
14	Nurdin Wijaya Saputra	60	3600	80	6400
15	Nurwahida	60	3600	76	5776
16	Nurinayah	56	3136	64	4096
17	Rahmatullah	48	2304	64	4096
18	Rini Ningsih	48	2304	80	6400
19	Risman	56	3136	72	5185
20	Sulfikar	28	784	44	1936
21	Syahrir	56	3136	64	4096
22	Taufiq Hidayat	48	2308	72	5184
23	Wardania Urba	50	2500	72	5184
24	Wahyu Hidayat	32	1024	60	3600
25	Wiwi Pratiwi	68	4624	68	4624
<b>Σ</b>		<b>1346</b>	<b>69982</b>	<b>1704</b>	<b>117568</b>
<b>Average</b>		<b>53.92</b>		<b>68.16</b>	

Where:

Σ : Sum of each datum

Average : Mean score



## APPENDIX II

## The Row Score of the students' Pre-test and Post-test in Control class

No	Respondents	Pre-test		Post-test	
		X <sup>1</sup>	X <sup>2</sup>	X <sup>1</sup>	X <sup>2</sup>
1	Alsya Alamsary	68	4624	56	3136
2	Ashar	68	4624	64	4096
3	Ayu Ashari	72	5184	68	4624
4	Desmita	72	5184	72	5184
5	Erik	60	3600	64	4096
6	Hasrianti	62	3844	28	784
7	Hendra Kurniawan	64	4096	60	3600
8	Jusniati	28	784	28	784
9	Khaeril Anwar	28	784	48	2304
10	Muh. Rijal Fadillah	40	1600	68	4624
11	Muallim	48	2304	60	3600
12	Muh. Asman Nur	48	2304	64	4096
13	Musdalifa	56	3136	28	784
14	Musliadi	56	3136	76	5776
15	Megawati	60	3600	56	3136
16	Nurfiani	68	4624	32	1024
17	Nastainul Haq	60	3600	68	4624
18	Nurhusaemah	64	4096	68	4624
19	Nurfaiza	64	4096	64	4096
20	Rudianto	76	5776	64	4096
21	Susilawati	76	5776	56	3136
22	Safaruddin	50	2500	50	2500
23	Sukaena	68	4624	68	4624
24	Wawan Gunawan	68	4624	76	5776
25	Zulkifli	60	3600	60	3600
$\Sigma$		<b>1484</b>	<b>86152</b>	<b>1446</b>	<b>88724</b>
Average		<b>59.36</b>		<b>57.84</b>	

Where:

$\Sigma$  : Sum of each datum

Average : Mean score

### APPENDIX III

#### The Mean Score of Experimental Class and Control Class

##### A. Experimental Class

1. Pre-test

$$\begin{aligned}\bar{x}_1 &= \frac{\sum X}{N} \\ &= \frac{1348}{25} \\ &= 53.92\end{aligned}$$

2. Post-test

$$\begin{aligned}\bar{x}_1 &= \frac{\sum X}{N} \\ &= \frac{1704}{25} \\ &= 68.16\end{aligned}$$

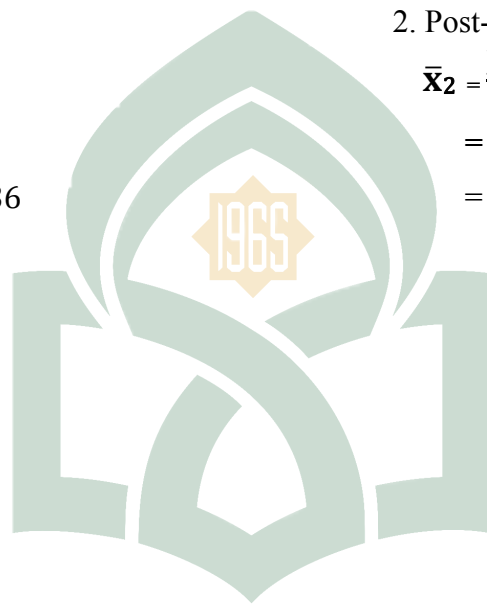
##### B. Control Class

1. Pre-test

$$\begin{aligned}\bar{x}_2 &= \frac{\sum X}{N} \\ &= \frac{1484}{25} \\ &= 59.36\end{aligned}$$

2. Post-test

$$\begin{aligned}\bar{x}_2 &= \frac{\sum X}{N} \\ &= \frac{1446}{25} \\ &= 57.84\end{aligned}$$



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#### APPENDIX IV

### The Standard Deviation and T-Test of Experimental and Control Class in pre-test

#### 1. Standard Deviation of Pre-test in Experimental Class

$$SD = \sqrt{\frac{SS}{N-1}}, \text{ where } SS = \sum X^2 - \frac{(\sum X)^2}{N}$$

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

$$69982 - \frac{1348^2}{25}$$

$$69982 - \frac{1817104}{25}$$

$$69982 - 72684.16$$

$$SS1 = -2702.16$$

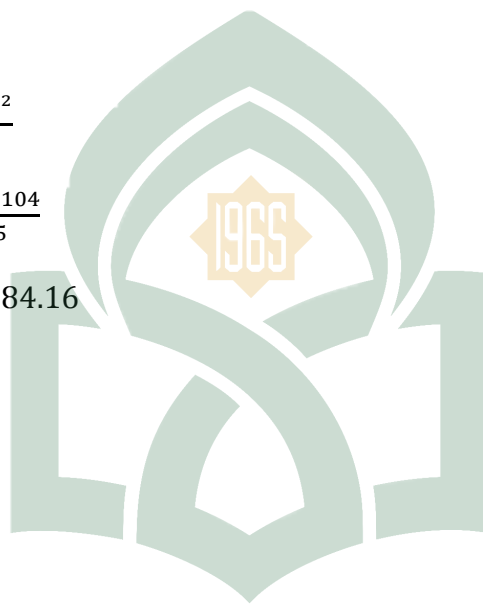
$$SD = \sqrt{\frac{SS}{N-1}}$$

$$SD = \sqrt{\frac{-2702.16}{25-1}}$$

$$= \sqrt{\frac{-2702.16}{24}}$$

$$= \sqrt{-112.59}$$

$$SD = -10.6$$



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## 2. Standard Deviation of Pre-test in Control Class

$$SD = \sqrt{\frac{SS}{N-1}}, \text{ where } SS = \sum X^2 - \frac{(\sum X)^2}{N}$$

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

$$86152 - \frac{(1484)^2}{25}$$

$$86152 - \frac{22022.56}{25}$$

$$86152 - 88090.24$$

$$SS = -1938.24$$

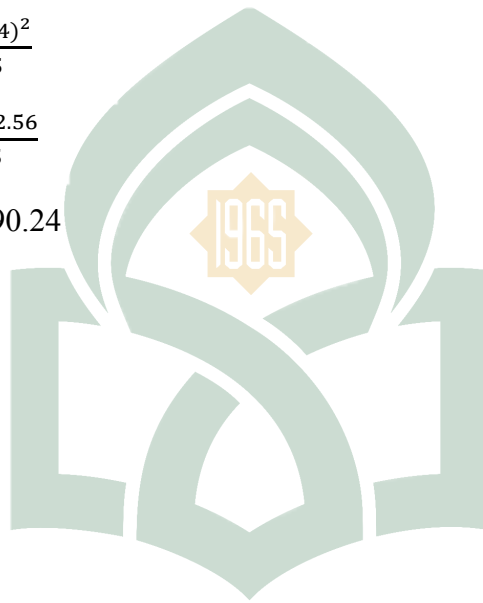
$$SD = \sqrt{\frac{SS}{N-1}}$$

$$SD = \sqrt{\frac{-1938.24}{25-1}}$$

$$= \sqrt{\frac{-1938.24}{24}}$$

$$= \sqrt{-80.76}$$

$$SD = -8.97$$



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### 3. T-test in the pre-test

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{SS1 + SS2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$t = \frac{53.92 - 59.36}{\sqrt{\left(\frac{(-2702.16) + (-1938.24)}{25 + 25 - 2}\right) \left(\frac{1}{25} + \frac{1}{25}\right)}}$$

$$t = \frac{-5.44}{\sqrt{\left(\frac{-4640.4}{48}\right) \left(\frac{2}{25}\right)}}$$

$$t = \frac{-3.84}{\sqrt{(-96.67) \cdot (0.08)}}$$

$$t = \frac{-5.44}{\sqrt{-7.73}}$$

$$t = \frac{-5.44}{-2.78}$$

$$t = 1.95$$

**APPENDIX V**  
**The Standard Deviation and T-Test of Experimental and Control Class in**  
**Post-test**

**1. Standard Deviation of Post-test in Experimental Class**

$$SD = \sqrt{\frac{SS}{N-1}}, \text{ where } SS = \sum X^2 - \frac{(\sum X)^2}{N}$$

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

$$117568 - \frac{1704^2}{25}$$

$$117568 - \frac{2903616}{25}$$

$$117568 - 116144.64$$

$$SS1 = 1423.36$$

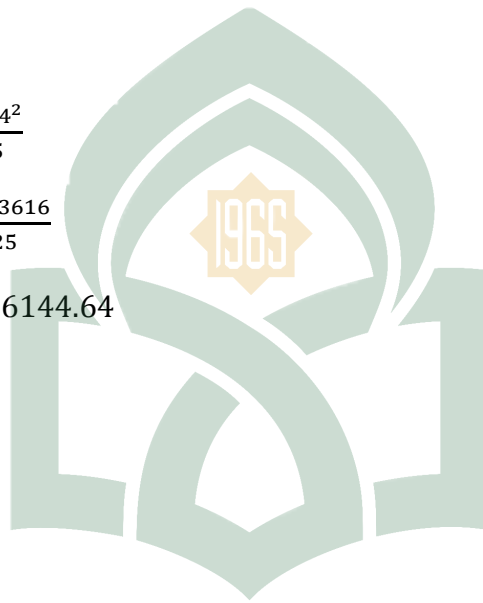
$$SD = \sqrt{\frac{SS}{N-1}}$$

$$SD = \sqrt{\frac{1423.36}{25-1}}$$

$$= \sqrt{\frac{1423.36}{24}}$$

$$= \sqrt{59.31}$$

$$SD = 17.70$$



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## 2. Standard Deviation of Post-test in Control Class

$$SD = \sqrt{\frac{SS}{N-1}}, \text{ where } SS = \sum X^2 - \frac{(\sum X)^2}{N}$$

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

$$88724 - \frac{(1446)^2}{25}$$

$$88724 - \frac{2090916}{25}$$

$$88724 - 83636.64$$

$$SS = 5087.36$$

$$SD = \sqrt{\frac{SS}{N-1}}$$

$$SD = \sqrt{\frac{5087.36}{25-1}}$$

$$= \sqrt{\frac{5087.36}{24}}$$

$$= \sqrt{211.97}$$

$$SD = 14.56$$



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### 3. T-test in the post-test

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$t = \frac{68.16 - 57.84}{\sqrt{\left(\frac{(1423.36 + 5087.36)}{25 + 25 - 2}\right) \left(\frac{1}{25} + \frac{1}{25}\right)}}$$

$$t = \frac{10.32}{\sqrt{\left(\frac{6510.72}{25}\right) \left(\frac{2}{25}\right)}}$$

$$t = \frac{10.32}{\sqrt{(135.64)(0.08)}}$$

$$t = \frac{10.32}{\sqrt{10.87}}$$

$$t = \frac{10.32}{3.38}$$

$$t = 3.05$$



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**APPENDIX VI**  
**RENCANA PELAKSANAAN PEMBELAJARAN**  
**(RPP)**

Sekolah : SMA NEGERI 3 SINJAI SELATAN  
Mata Pelajaran : BAHASA INGGRIS  
Kelas/Semester : XI/2 (DUA)  
Materi Pokok : Teks narrative  
Skill : Reading  
Alokasi Waktu : 2JP (2x45)

**A. Kompetensi Inti (KI)**

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di

sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

### B. Kompetensi Dasar

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
2.	Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.	Bertanggung jawab atas tindakan saat pembelajaran. Mengakui ketika membuat salah Tidak menyalahkan orang lain atas tindakannya sendiri. Melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain
3.	Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana, sesuai dengan konteks penggunaannya.	Menentukan jenis teks Mengidentifikasi struktur teks Mengidentifikasi unsur kebahasaan dalam teks
4.	Menangkap makna teks naratif	Menentukan makna dari teks secara

	lisan dan tulis berbentuk text.	lisan dan tertulis  Menyatakan makna dari teks  Memberi pendapat atau ide, berbagi informasi dan mengambil pesan sosial dari teks.
--	---------------------------------	--

### C. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Menampilkan perilaku karakteristik termasuk disiplin, kejujuran, tanggung jawab, hati-hati dan percaya diri.
2. Menampilkan keterampilan sosial, termasuk bertanya, berdebat, memberi pendapat atau ide dan berbagi informasi.
3. Mengidentifikasi informasi dari teks naratif sederhana ,
4. Mengidentifikasi dan menganalisis struktur teks naratif sederhana,
5. Menentukan teks, ciri dan bentuk dari teks berbentuk narrative,
6. Menentukan main idea, tokoh, dan kejadian dari teks berbentuk narrative,
7. Membaca teks naratif dengan tekanan kata dan intonasi yang benar,

### D. Materi Pembelajaran

Fungsi Sosial : Meneladani nilai-nilai moral, cinta tanah air, menghargai budaya.

Struktur Teks :

1. Pengenalan tokoh dan setting
2. Komplikasi terhadap tokoh utama
3. Solusi dan akhir cerita

Unsur Kebahasaan:

1. Kata sifat (beautiful, royal, ill, bad, nice, strong, manly, lose, like, justly, wisely)
2. Kata keterangan (immediately, after)
3. Bentuk pendek (I've)
4. Kata tanya (who, when)
5. Kata ganti (that, then)
6. Introductory there (there was, there is,)
7. Kata kerja dalam simple past tense
8. Ucapan, tekanan kata, intonasi, dan ejaan

## 1. Materi

### CINDELARAS

#### Orientation

Raden Putra was the king of the Kingdom Jenggala. He was accompanied by a consort of a kind and his beautiful concubine. However, the concubine of King Raden Putra has properties envy and jealousy against the empress. She devised a bad to the empress. "Supposedly, I became empress. I had to find a way to get rid of the empress," he thought.

#### Complication

Concubine of the king, conspired with a royal physician. She pretends to be ill. Royal physician immediately summoned. The doctors said that there was someone who had put poison in the drink princess. "That man is none other than his own consort Majesty," said the physician. Majesty was angry to hear the explanation royal physician. He immediately ordered his assistance to get rid of the empress to the forest.

The governor immediately bring the pregnant queen into the wilderness. But, a wise governor would not kill him. Apparently the governor already know the king's concubine malice. "The princess does not have to worry, I will report to the king that the princess was killed servant," said the governor. To trick the king, the duke smeared his sword with rabbit blood were captured. Bear king satisfied when the governor reported that he had killed the empress.

After a few months of being in the woods, the child was born empress. The infant was given the name Cindelas. Cindelas grow into a child who is smart and handsome. Since childhood he had been friends with the animal inhabitants of the forest. One day, when it was playing, an eagle dropped an egg. "Hmm, good eagle once. Eggs he accidentally gave it to me." After 3 weeks, the eggs hatch. Cindelas diligently maintains chicks. The chicks grow into a cock nice and strong. But there is one oddity. The sound of a rooster crowing it's absolutely stunning! "... My lord Kukuruyuk Cindelas, his house in the middle of the jungle, coconut leaf roof, her father Raden Putra ...".

Cindelas was amazed to hear the crowing chickens and immediately showed his mother. Then, the mother Cindelas recount the origins of why they were in the woods. Hearing the mother's story, Cindelas determined to go to court and expose evil king's concubine. After his mother's permission, Cindelas go to the palace accompanied by a rooster. When in the course of a few people who are risking chicken. Cindelas then called by the risker chicken. "Come, if you dare, compete manly your chicken with my chicken," she challenged. "All right," replied Cindelas. When pitted, apparently Cindelas rooster fight gallantly and in a short time, he can beat his opponent. After a few times pitted, chicken Cindelas not invincible. Chicken is really tough.

News about the greatness of chicken Cindelas spread quickly. Raden Putra was to hear the news. Then, Raden Putra asked to invite Cindelas. "Servant facing your majesty," said Cindelas politely. "The boy is handsome and smart, like he was not a descendant of the common people," thought the king. Cindelas chicken with chicken Raden Putra pitted on one condition, if chicken Cindelas then he was willing to lose his head chopped off, but if you win then half chicken Raden Putra wealth belongs Cindelas.

Two chickens that fought valiantly. But in a short time, succeeded in conquering chicken chicken Cindelas King. The audience cheered and cheered Cindelas chicken. "Okay I admit defeat. I will keep my promise. But, who are you, young man?" Asked King Raden Putra. Cindelas immediately bent like whispering something in his chicken. Not how long the chicken immediately rang. "... My lord Kukuruyuk Cindelas, his house in the middle of the jungle, coconut leaf roof, her father Raden Putra ...," the rooster crowed repeatedly. Raden Putra was surprised to hear a rooster crow Cindelas. "Is that true?" Asked the king astonishment. "Yes sire, name Cindelas servant, slave mother was king consort."

### **Resolution**

At the same time, the governor immediately facing and telling all the events that have actually happened to the empress. "I've made a mistake," said King Raden Putra. "I will give appropriate punishment to my mistress," continued the king's wrath. Then, concubine Raden Putra was to dispose of the woods. Raden Putra immediately hugged her and apologized for his mistake After that, Raden Putra and district chief consort to immediately pick up the forest. Finally Raden Putra, empress and Cindelas can regroup. After Raden Putra died, Cindelas replaced the father. He ruled the country justly and wisely.

## 2. Materi Konsep

Narrative text is a kind of text, which is telling or describing an activity or events. The basic purposes of the narrative text are to entertain or amuse and to get the reader's attention about the story. Besides, the story can be used as an education media, fleet to the author experiences, and to develop the reader's imagination. Narrative deals with problematic events, which lead to a crisis or turning point of some kind.

### **Kinds of narrative text as follows :**

1. Folktales
2. Legend,
3. Fables
4. Myths
5. Short stories
6. Fantasy
7. Fiction (science fiction and historical fiction)

### **The generic structures of narrative text are :**

#### 1) Orentation

The readers are introduced to the characters and setting of the story. Orentation creates the condition that the reader can keep on following the story.

#### 2) Complication

In the middle of the story, it presents what is so called complication when the characters find a problem. There is a conflict or problem among the characters of the story on this part.

### 3) Resolution

Is the stage where the main character finds solution from her/his problem. The story ends with happy ending/ sad ending and in this resolution; the writer usually gives a moral value and message based on the story.

### **E. Metode Pembelajaran**

1. Scientific Approach
2. Small Group Discussion Method

### **F. Media, Alat, dan Sumber Pembelajaran**

1. Media : text narrative
2. Alat/Bahan : laptop, LCD.
3. Sumber Belajar : guru sebagai model, buku ajar, dan <http://www.belajaringgris.net/cerita-rakyat-cindelas-dalam-bahasa-inggris-1949.html>

### **G. Langkah-langkah Kegiatan Pembelajaran**

#### **Pendahuluan (10 Menit)**

1. Guru memberi salam (greeting)
2. Taking a prayer
3. Checking attendance
4. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti program pembelajaran
5. Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh perbandingan lokal, nasional dan internasional.
6. Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari
7. Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
8. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.



### **Kegiatan Inti (60 Menit)**

#### **A. Eksplorasi**

Siswa membaca dan memahami isi teks narrative yang diberikan.

#### **B. Elaborasi**

- 1) menjelaskan tentang generic structure (orientation, complication, resolution)
- 2) Siswa menganalisa generic structure dari narrative teks yang diberikan.
- 3) Siswa bekerja secara kolaboratif menyampaikan teks narrative seperti yang sudah mereka rancang di dalam kelompok
- 4) Siswa menjawab beberapa pertanyaan yang berhubungan dengan teks yang diberikan

#### **C. Konfirmasi**

- 1) Guru memberikan umpan balik positif dan penguatan terhadap keberhasilan siswa dalam mengerjakan tugas
- 2) Guru menjadi narasumber dan fasilitator menjawab pertanyaan peserta didik dalam memahami teks
- 3) Guru memberi motivasi siswa untuk lebih aktif dalam pembelajaran berikutnya.

### **Penutup**

1. Peserta didik dan guru merefleksikan kegiatan yang telah dilaksanakan
2. Guru bersama-sama dengan siswa untuk membuat ringkasan pelajaran / kesimpulan,
3. Menilai dan / atau refleksi dari kegiatan yang telah dilaksanakan secara konsisten dan terprogram,
4. Memberikan umpan balik pada proses dan hasil pembelajaran.
5. Guru menyampaikan rencana pelajaran untuk pertemuan berikutnya.
6. Peserta didik dan guru mengucapkan selamat tinggal.

### Instrument Penilaian Kognitif Reading

LEMBAR PENILAIAN READING ALOUD						
Nama siswa		: _____				
Kelas		: _____				
No	ASPEK	SKOR				TOTAL
		50	60	70	80	
1.	Fluency					
2.	Accuracy					
3.	Pronunciation					
4.	Intonation					

Keterangan untuk :

1. Fluency
  - 50 : Bila terjadi hesitasi
  - 60 : Lancar, tetapi masih ada hesitasi
  - 70 : Lancar
  - 80 : Sangat lancar
2. Accuracy
  - 50 : Semua ucapan tidak dapat dipahami
  - 60 : Sebagian kecil ucapan sudah dapat dipahami
  - 70 : Sebagian besar ucapan sudah dapat dipahami
  - 80 : Sebagian besar ucapan sudah dapat dipahami
3. Pronunciation
  - 50 : dipahami
  - 60 : Semua ucapan dapat dipahami
  - 70 : Hampir semua ucapan tidak benar
  - 80 : Sebagian kecil ucapan sudah benar
4. Intonation
  - 50 : Sebagian besar ucapan benar
  - 60 : Semua ucapan benar
  - 70 : Tekanan/irama semua kata salah
  - 80 : Tekanan/irama sebagian kecil kata benar  
Tekanan/irama sebagian besar kata benar  
Tekanan/irama semua kata, frasa, kalimat benar

**APPENDIX VII**  
Instrument of the Research

Pre-test

## *Research instrument*



*The Effectiveness of Small Group Discussion Method in Teaching Reading Comprehension at Second Grade of SMA Negeri 3 South Sinjai*

<b>Name</b> : _____	<b>Score</b>
<b>Class</b> : _____	
<b>Id Number</b> : _____	

**Direction:**

1. This research instrument (pre-test/post-test) is administered in order to find out students' reading comprehension at the second grade of SMA Negeri 3 South Sinjai before the application of Small Group Discussion method to improve the students' reading comprehension.
2. This pre-test will not take any effect on your grading point at any courses you are taking in the semester.
3. Please answer this pre-test carefully and independently.
4. This pre-test will be administered for around 20 to 25 minutes.
5. During the test, you are not allowed to use reading test.

**A. Multiple Choice**

**Choose the best answer by crossing (X) a, b, c, d dan e!**

*Text 1 for questions 1 to 10*

Once upon a time there was a girl name Cinderella. She lived with her bad step-mother and two step-sisters. She had to do all the household chores.

One day the king invited all the ladies in the kingdom to go to a ball (pestadansa) in the palace. He wanted to find the Crown Prince a wife.

The step sisters went to the ball that night with their mother. Cinderella was left alone. She cried because she actually wanted to go to the ball, too.

Just then a fairy godmother came. With her magic wand, she gave Cinderella a coach(kereta), two horses and footmen. She also gave Cinderella a lovely dress to wear the ball and a pair of glass slippers. She told Cinderella to come home before midnight.

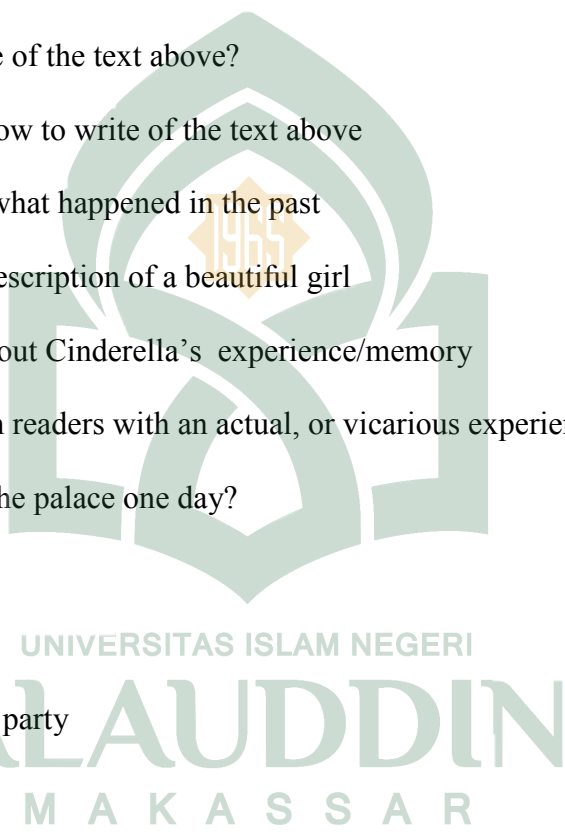
At the ball, Cinderella danced all night with the Prince. The Prince fell in love with her. At midnight, Cinderella ran home. Unfortunately, one of her slippers slipped off at the door. She did not have time to put it back on. The Prince was sad as he could not find Cinderella again that night.

The next day, the Prince and his men brought along the glass slipper. They went all over the Kingdom to search for the owner.

After searching for a long time, finally, they came to Cinderella's house. The slipper fit her. The prince was very happy to find Cinderella again. They got married and lived ever after.

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

- a. a narrative text
- b. a description text
- c. a recount text
- d. an anecdote text
- e. an expository text

2. What is the topic?
    - a. The King
    - b. The Prince
    - c. The Kingdom
    - d. Cinderella
    - e. The Fairy
  
  3. What is the purpose of the text above?
    - a. To tell us how to write of the text above
    - b. To inform what happened in the past
    - c. To give a description of a beautiful girl
    - d. To retell about Cinderella's experience/memory
    - e. To entertain readers with an actual, or vicarious experience
  
  4. What was there at the palace one day?
    - a. A game
    - b. A ball
    - c. A birthday party
    - d. Crown part
    - e. Glass slippers
  
  5. Why did the king hold the event at his palace?
    - a. To celebrate his birthday
    - b. To celebrate his wedding
    - c. To find his crown prince a wife
    - d. To entertain his people
- 
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e. To show give amusement to his guests.

6. How was the end of the story?

- a. The prince married Cinderella.
- b. Cinderella was killed by her step mother.
- c. The prince turned into a horse forever.
- d. The king gave the kingdom to Cinderella.
- e. Cinderella was betrayed by the king.

7. “She also gave Cinderella a lovely dress....” (Paragraph 4).

The underlined word has the same meaning with .....

- a. Boring
- b. Honest
- c. Polite
- d. Loyal
- e. Pretty

8. What is the characteristic of Cinderella?

- a. Antagonist
- b. Greedy
- c. Patient
- d. Liar
- e. arrogant

9. Which the following statement is True about Cinderella?

- a. the prince didn't married with Cinderella
- b. Cinderella was killed by her step mother

- c. Cinderella didn't come to the party
- d. Cinderella lived with her grandmother
- e. Cinderella has glass slipper

10. What is generic structure of (paragraph 4)?

- a. Identification
- b. Orientation
- c. Complication
- d. Resolution description

II. Read the text and answer the questions!

Text 2 for questions 11 to 20

King of Luwu had a very beautiful daughter. Her name was Princess Tandampalik. She was very beautiful. Any man who saw her would fall in love with her. Everybody knew about her beauty, including King of Bone. Bone was a kingdom that was far away from Luwu Kingdom.

Then, King of Bone paid a visit to Luwu in order to propose Princess Tandampalik to be her daughter in-law. His son, Prince of Bone, was still single. King of Luwu actually did not want to accept the marriage proposal. According to the culture, he could not have a son-in-law who lived very far from him. Otherwise, he would suffer from terrible diseases. But, he knew if he refused it, kingdom of Bone would attack Luwu.

Many of his people would suffer. After that, King of Bone came to Luwu and talked about the marriage proposal. King of Luwu said he needed time to decide. King of Bone understood and went home.

Suddenly, a bad thing happened. Princess Tandampalik was ill. She got skin rash. The kingdom healer said the disease could infect others. The king then decided to put the princess in a safe place. It was on a remote island named Wajo Island.

The princess was not alone. Some soldiers accompanied her. The princess was sad. But she knew if she stayed in the kingdom, many people would be infected. So she was not angry with her father for making her stay in a remote island.

Several days after Princess Tandampalik lived in Wajo Island, a cow came to her. The cow was different from other cows. The skin was albino. The cow licked Princess Tandampalik's skin. Amazingly, the disease was cured. Her skin was smooth again. Her beauty was back!

In the meantime, Prince of Bone was sailing in the sea. He landed on Wajo Island. He was so surprised to see a very beautiful girl lived in such a remote island.

"Wow, maybe she is an angel," he thought.

"Who are you, beautiful girl? Do you live here?" asked Prince of Bone.

Princess Tandampalik then explained everything. Prince of Bone had heard about her before. He was so happy that he finally met her. He immediately brought Princess Tandampalik and the soldiers back to Luwu Kingdom. The King of Luwu was so happy that her daughter was cured. Not long after that, the King held a wedding party for her daughter and Prince of Bone.

11. What is the purpose of the text?

- a. To describe
- b. To entertain
- c. To explain
- d. To tell the reader
- e. To story

12. The fourth paragraph is called...

- a. Orientation
- b. Complication
- c. Resolution
- d. Identification



- e. Conclusion
13. What is the characteristic of the Princess Tandampalik?
- Arrogant
  - Patient
  - Naughty
  - Cruel
  - Lazy
14. Where place the princess Tandampalik and the prince Bone meet?
- In the kingdom
  - In palace
  - In the Wajo island
  - In the old house
  - In the jungle
15. Why was the princess gone to the kingdom of Luwu?
- She loved the place.
  - She went to meet the prince.
  - The princess has disease so the king decided her to put in a safe place.
  - She was afraid of the dangerous risk in the kingdom.
  - Her father went to her marry.
16. Where was the princess Tandampalik decided in the other place by her father?
- In the kingdom of Bone
  - In the jungle
  - In the other city
  - In the Wajo island
  - In the cave
17. ...he knew if he refused it. Word "it" refer to...
- The party
  - The marriage proposal
  - His promise
  - The king Bone
  - Her daughter
18. Which one of the following statements is FALSE about Tandampalik...
- The princess Tandampalik was very beautiful

- b. The prince of Bone went to marriage with the princess Tandampalik.
  - c. The princess Tandampalik got skin rash.
  - d. The princess Tandampalik lived in the kingdom.
  - e. The prince and the princess Tandampalik met in the kingdom.
19. Who was helped the princess Tandampalik from her disease?
- a. The prince of Bone
  - b. Her parents
  - c. Her soldier
  - d. The cow
  - e. The king of Bone
20. How was the end of the story?
- a. The prince married the princess Tandampalik
  - b. The prince was killed by his father
  - c. The king of Luwu gave the kingdom to the princess Tandampalik
  - d. The king of Bone killed the king of Luwu.
  - e. The kingdom Bone attack with the kingdom Luwu.

III. Read the text and answer the questions!

Text 3 for questions 21 to 25

Long time ago a rabbit and a lion were neighbors. The lion was very proud, and was fond of boasting about his strength. And though they were such close neighbors, the lion looked down upon the rabbit, and used to bully and frighten her. Finally, the rabbit could stand it no longer and wanted to get her own back.

One day, she went to the lion and said, "Good day, Respected elder brother. Imagine it, I met an animal over there who looked exactly like you, and he said to me, "Is there anyone in the world who dares stand up to me? If there is, let him come and have a duel with me. If there is no one, all of you have to submit to my rule and be my servants!" "Oh, he was an can't even light on anyone!", added the rabbit.

"Oho," the lion said, "Didn't you mention me to him?"

"Yes, indeed," the rabbit replied, "But it would have been better if hadn't. When I described how strong you were, he just sneered and said dreadfully rude things. He even went so far as to say that wouldn't take you for his attendant!"

The lion flew into a rage and roared, "Where is her? Where is her?"

So the rabbit took the lion behind a hill and, not going too near herself. Pointed to a deep well from a distance, and said, "He is down there, in the well".

The lion hastened to the well and glared angrily into it. Yes, there was his rival who even glared back at him angrily. The lion roared, and his enemy roared back. The lion became so furious that his hair stood on end. So did his enemy's in the well. The lion showed his teeth and lashed out with his paws to scare his rival – and his enemy in the well retaliated! In a fit of anger the lion sprang into the air with all his might and then flung himself at the enemy in the well.

The result was that the proud lion was instantly drowned.

Questions:

21. What is the story about?

Answer:

22. What did the early problem the main participant have?

Answer:

23. How did the main participant solve the problem?

Answer:

24. What is the moral value of the story?

Answer:

25. What is the purpose of the text above?

Answer:



**APPENDIX VIII**  
Instrument of the Research

Post-test

## *Research instrument*



*The Effectiveness of Small Group Discussion Method in Teaching Reading Comprehension at Second Grade of SMA Negeri 3 South Sinjai*

<b>Name</b> : <b>Class</b> : <b>Id Number</b> :	<b>Score</b>
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**Direction:**

1. This research instrument (pre-test/post-test) is administered in order to find out students' reading comprehension at the second grade of SMA Negeri 3 South Sinjai before the application of Small Group Discussion method to improve the students' reading comprehension.
2. This pre-test will not take any effect on your grading point at any courses you are taking in the semester.
3. Please answer this pre-test carefully and independently.
4. This pre-test will be administered for around 20 to 25 minutes.
5. During the test, you are not allowed to use reading test.

**A. Multiple Choice**

**Choose the best answer by crossing (X) a, b, c, d dan e!**

Text 1 for questions 1 to 10

One upon a time, a giant named Kbo Iwo lived in Bali. He helped people building temples and village, digging ditches, and cutting terrace out of the hillsides for rice paddies. All he asked for his huge appetite.

One day, poor harvest made the people barely feed themselves, much less a giant. This made Kbo Iwo was angry so much that he rampaged across the island, killing and destroying everything in sight until all houses, rice fields, and temples were ruined. The people were very angry with Kbo Iwo and gathered together to decide how to stop him. They planned to make friends with the giant and kill him.

The people begged Kbo Iwo to rebuild the temples, houses, and rice fields which he had destroyed in his rampage. The giant agreed and worked at replacing everything he had destroyed. The Balinese people then asked him to build a well. As he dug, the earth piled high next to the well. The pile was as high as a mountain.

Tired from the hard work, he fell asleep. While he was sleeping, the people poured huge amounts of lime (a sticky substance) down to the well. The lime set around the giant and when he woke up, he was unable to escape.

The well then began to fill with water and it soon overflowed to become a lake. Today, many people believe that the lake is Batur, Bali's largest lake. The pile of earth Kbo Iwo dug out the well was believed to be Mount Batur, Bali's third-largest volcanic mountain.

1. What type of text is the above text? It is...
  - a. A narrative text
  - b. A description text
  - c. A recount text
  - d. An anecdote text
  - e. An expository text
2. What is the topic of story above?
  - a. The people
  - b. Kbo Iwo and the people
  - c. Kbo Iwo
  - d. The reader
  - e. The Bali's people
3. What is the purpose of the text above?
  - a. To tell us how to write of the text above
  - b. To inform what happened in the past
  - c. To give a description of Bali's people
  - d. To retell about Kbo Iwo in Bali
  - e. To tell us how a giant was angry
4. Where place the happening of above story?
  - a. A building temples and village
  - b. A volcanic mountain
  - c. A mount Batur
  - d. The island
  - e. In Bali
5. Why the Kbo Iwo help Bali's people?

- a. To know about Kbo Iwo life
  - b. This made Kbo Iwo was be angry
  - c. To retell about the lake is Batur
  - d. To get food reward of Bali's people
  - e. To celebrate the temples
6. How was the end of the story?
- a. All he asked for his huge appetite
  - b. Made the people barely feed themselves
  - c. The people were very angry with Kbo Iwo
  - d. The people believed to be mount Batur, Bali's largest lake
  - e. The people poured huge amounts of lime
7. "The people begged Kbo Iwo to rebuild the temples..."(Paragraph 3)  
The underlined word has a synonym with...
- a. Helped
  - b. Asked
  - c. Forced
  - d. Hit
  - e. Killed
8. What is the characteristics of Kbo Iwo?
- a. Spitfire
  - b. Patient
  - c. Arrogant
  - d. Liar
  - e. Good
9. Which one of the following statement is true about Kbo Iwo?
- a. Kbo Iwo is the giant's name
  - b. Kbo Iwo is Lake's name
  - c. Kbo Iwo is Bali's people
  - d. Kbo Iwo is Mountain's name
  - e. Kbo Iwo is volcanic name
10. What is generic structure of (Paragraph 2)?
- a. Identification
  - b. Orientation
  - c. Complication
  - d. Resolution
  - e. Description

## II. Read the text and answer the questions!

### Text 2 for questions 11 to 20

King of Luwu had a very beautiful daughter. Her name was Princess Tandampalik. She was very beautiful. Any man who saw her would fall in love with her. Everybody knew about her beauty, including King of Bone. Bone was a kingdom that was far away from Luwu Kingdom.

Then, King of Bone paid a visit to Luwu in order to propose Princess Tandampalik to be her daughter in-law. His son, Prince of Bone, was still single. King of Luwu actually did not want to accept the marriage proposal. According to the culture, he could not have a son-in-law who lived very far from him. Otherwise, he would suffer from terrible diseases. But, he knew if he refused it, kingdom of Bone would attack Luwu.

Many of his people would suffer. After that, King of Bone came to Luwu and talked about the marriage proposal. King of Luwu said he needed time to decide. King of Bone understood and went home.

Suddenly, a bad thing happened. Princess Tandampalik was ill. She got skin rash. The kingdom healer said the disease could infect others. The king then decided to put the princess in a safe place. It was on a remote island named Wajo Island.

The princess was not alone. Some soldiers accompanied her. The princess was sad. But she knew if she stayed in the kingdom, many people would be infected. So she was not angry with her father for making her stay in a remote island.

Several days after Princess Tandampalik lived in Wajo Island, a cow came to her. The cow was different from other cows. The skin was albino. The cow licked Princess Tandampalik's skin. Amazingly, the disease was cured. Her skin was smooth again. Her beauty was back!

In the meantime, Prince of Bone was sailing in the sea. He landed on Wajo Island. He was so surprised to see a very beautiful girl lived in such a remote island.

"Wow, maybe she is an angel," he thought.

"Who are you, beautiful girl? Do you live here?" asked Prince of Bone.

Princess Tandampalik then explained everything. Prince of Bone had heard about her before. He was so happy that he finally met her. He immediately brought Princess Tandampalik and the soldiers back to Luwu Kingdom. The King of Luwu was so happy that her daughter was cured. Not long after that, the King held a wedding party for her daughter and Prince of Bone.

11. What is the purpose of the text?
    - a. To describe
    - b. To entertain
    - c. To explain
    - d. To tell the reader
    - e. To story
  
  12. The fourth paragraph is called...
    - a. Orientation
    - b. Complication
    - c. Resolution
    - d. Identification
    - e. Conclusion
  
  13. What is the characteristic of the Princess Tandampalik?
    - a. Arrogant
    - b. Patient
    - c. Naughty
    - d. Cruel
    - e. Lazy
  
  14. Where place the princess Tandampalik and the prince Bone meet?
    - a. In the kingdom
    - b. In palace
    - c. In the Wajo island
    - d. In the old house
    - e. In the jungle
  
  15. Why was the princess gone to the kingdom of Luwu?
    - a. She loved the place.
    - b. She went to meet the prince.
    - c. The princess has disease so the king decided her to put in a safe place.
    - d. She was afraid of the dangerous risk in the kingdom.
    - e. Her father went to her marry.
  
  16. Where was the princess Tandampalik decided in the other place by her father?
    - a. In the kingdom of Bone
    - b. In the jungle
    - c. In the other city
    - d. In the Wajo island
- 



- e. In the cave
17. ...he knew if he refused it. Word "it" refer to...
- The party
  - The marriage proposal
  - His promise
  - The king Bone
  - Her daughter
18. Which one of the following statements is FALSE about Tandampalik...
- The princess Tandampalik was very beautiful
  - The prince of Bone went to marriage with the princess Tandampalik.
  - The princess Tandampalik got skin rash.
  - The princess Tandampalik lived in the kingdom.
  - The prince and the princess Tandampalik met in the kingdom.
19. Who was helped the princess Tandampalik from her disease?
- The prince of Bone
  - Her parents
  - Her soldier
  - The cow
  - The king of Bone
20. How was the end of the story?
- The prince married the princess Tandampalik
  - The prince was killed by his father
  - The king of Luwu gave the kingdom to the princess Tandampalik
  - The king of Bone killed the king of Luwu.
  - The kingdom Bone attack with the kingdom Luwu.

III. Read the text and answer the questions!

Text 3 for questions 21 to 25

Long time ago a rabbit and a lion were neighbors. The lion was very proud, and was fond of boasting about his strength. And though they were such close neighbors, the lion looked down upon the rabbit, and used to bully and frighten her. Finally, the rabbit could stand it no longer and wanted to get her own back.

One day, she went to the lion and said, "Good day, Respected elder brother. Imagine it, I met an animal over there who looked exactly like you, and he said to me, "Is there anyone in the world who dares stand up to me? If there is, let him come and have a duel with me. If there is no one, all of you have to submit to my rule and be my servants!" "Oh, he was an can't even light on anyone!", added the rabbit.

"Oho," the lion said, "Didn't you mention me to him?"

"Yes, indeed," the rabbit replied, "But it would have been better if I hadn't. When I described how strong you were, he just sneered and said dreadfully rude things. He even went so far as to say that wouldn't take you for his attendant!"

The lion flew into a rage and roared, "Where is he? Where is he?" So the rabbit took the lion behind a hill and, not going too near herself. Pointed to a deep well from a distance, and said, "He is down there, in the well".

The lion hastened to the well and glared angrily into it. Yes, there was his rival who even glared back at him angrily. The lion roared, and his enemy roared back. The lion became so furious that his hair stood on end. So did his enemy's in the well. The lion showed his teeth and lashed out with his paws to scare his rival – and his enemy in the well retaliated! In a fit of anger the lion sprang into the air with all his might and then flung himself at the enemy in the well.

The result was that the proud lion was instantly drowned.

Questions:

21. What is the story about?

Answer:

22. What did the early problem the main participant have?

Answer:

23. How did the main participant solve the problem?

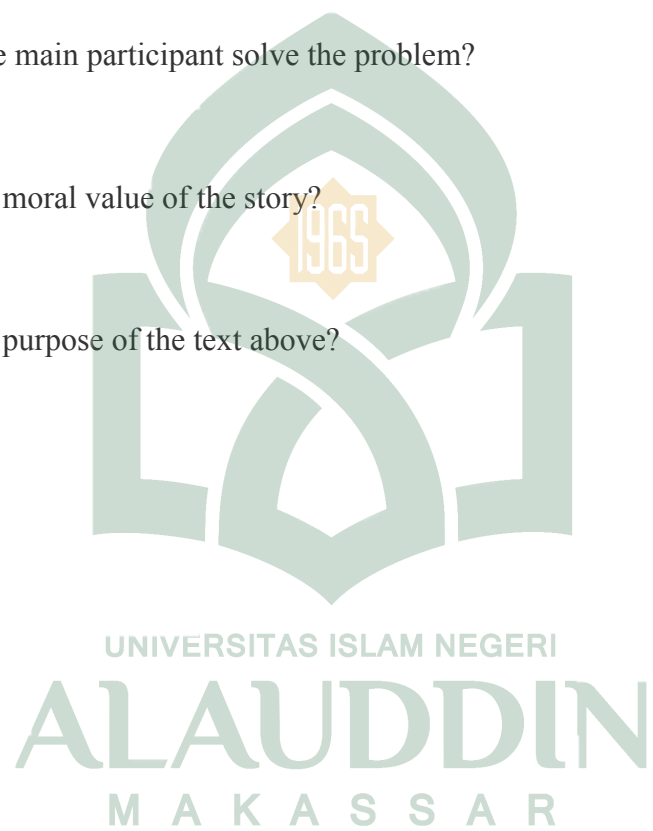
Answer:

24. What is the moral value of the story?

Answer:

25. What is the purpose of the text above?

Answer:



**APPENDIX IX**  
**Answer Key Pre-test and Post-test**

**Key Answer Instrument of the Research on the Pre-test**

**A. Multiple Choice**

- |       |       |
|-------|-------|
| 1. A  | 11. E |
| 2. D  | 12. B |
| 3. E  | 13. B |
| 4. B  | 14. C |
| 5. C  | 15. C |
| 6. A  | 16. D |
| 7. E  | 17. D |
| 8. C  | 18. C |
| 9. E  | 19. D |
| 10. C | 20. A |

**B. Essay**

21. The story above tells that proud of the lion can be beaten by shrewdness of the rabbit.
22. The early problem happened because the lion always bully and frighten the rabbit.
23. Finally the rabbit found great idea to make the lion conscious to his false.
24. The moral value is proud can be overcome by smart thinking.
25. The story teaches us that we do not allow having proud of our smart and over strength.

**Key Answer Instrument of the Research on the Post-test****A. Multiple Choice**

- |       |       |
|-------|-------|
| 21. A | 31. A |
| 22. D | 32. C |
| 23. E | 33. D |
| 24. B | 34. E |
| 25. C | 35. D |
| 26. A | 36. D |
| 27. E | 37. A |
| 28. C | 38. A |
| 29. E | 39. A |
| 30. C | 40. C |

**B. Essay**

21. The story above tells that proud of the lion can be beaten by shrewdness of the rabbit.
22. The early problem happened because the lion always bully and frighten the rabbit.
23. Finally the rabbit found great idea to make the lion conscious to his false.
24. The moral value is proud can be overcome by smart thinking.
25. The story teaches us that we do not allow having proud of our smart and over strength.

**APPENDIX X**

Documentation of Research in SMA Negeri 3 South Sinjai











## CURICULUM VITAE



The writer, **Nilma Darise** was born on August 03, 1995 in Sinjai. She is the daughter of Juli and Darise. She has three sister and one brothers, Lisma, Rismah, and Jusman.

The writer began her study in SD Negeri 115 Anni'e in Graduate 2007. She continued her study in SMP Negeri 1 South Sinjai in Graduate 2010. Then she continued her study in SMA Negeri 3 South Sinjai in Graduate 2013.

In 2013, she continued her study at State Islamic University of Alauddin Makassar. She was majoring in English Education Department in Tarbiyah and Teaching Science Faculty.